

Educ.



# Sierra

## EDUCATIONAL NEWS

### IMPORTANT COMING EVENTS

---

California Conservation Week; 11th Annual Observance.

**March 7 - 11**

---

California Teachers Association; Annual Meeting and  
Related Meetings.

**April 13, 14**

---

California Public Schools Week; 26th Annual Observance.

**April 23-28**

---

United Nations Conference on World Peace.

**Beginning April 25**

There are 37,500 copies of this issue . . . . . MARCH 1945

**CALIFORNIA TEACHERS ASSOCIATION**



# To you WHO MOULD THE MINDS OF YOUNG AMERICANS

THE EDUCATORS OF TODAY are shaping the world of tomorrow—moulding the minds of those who will build it. In their hands rests this momentous task of guidance . . . of qualifying young Americans not only to strengthen and advance the democratic pattern of our own way of life but also to play an intelligent part in their country's new role of leadership in the post-war world.

Considering the magnitude of this educational program it may seem presumptuous to believe that a magazine can aid in its accomplishment, yet many of the nation's foremost educators believe that *The Reader's Digest* occupies an important place in the furtherance of it.

For example, Dr. Rex Putnam,

Superintendent of Public Instruction in the State of Oregon, says: "The thesis on which our whole state system of education is based is to inculcate in the minds of our youth the advantages of the democratic processes over all other types of governmental procedures. In this endeavor *The Reader's Digest* is making a contribution to the maintenance of our form of government, especially by implanting in young minds the concepts of desirable human relationships."

"Teachers," writes Dr. Wayne O. Reed, State Superintendent of Public Instruction, Lincoln, Nebraska, "have a tremendous responsibility and opportunity for developing a citizenry skilled in the ways of democracy, disposed

to live by democratic ideals, and determined that men everywhere shall be free. *The Reader's Digest* is in an especially unique position, because of its wide use in the schools, to play an important part in strengthening the walls of democracy."

These are but two of many similar expressions of opinion from well known educational authorities throughout the country. To the teachers who each day supervise 70,000 of the nation's classrooms *The Reader's Digest*, and its supplementary educational material, including the special 16-page insert of reading and vocabulary exercises, provide a highly useful service in helping them to mould the minds of young Americans for the critical years ahead.

## EDUCATIONAL DEPARTMENT

### The Reader's Digest

353 Fourth Avenue, New York 10, N. Y.



## SIERRA EDUCATIONAL NEWS

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# TRAVEL SECTION



## QUAINT STREET NAMES

MEXICO CITY TO RETAIN TOURIST LURE OF PUZZLING STREET NAMES

**M**EXICO CITY'S building boom will not disturb the Colonias or rename the historic streets, points out American Express travel service, which

reports that next to sending postcards home, the oddly-named streets of the Mexican Capital have long inspired visitors for place-name souvenirs.

The streets, intimately linked with legend and history, are gems of wit and poetry in themselves and permit a nomenclature of orientation of the city. In the Colonia Cuauhtemoc all streets are named from rivers. An address on Dr. Vertiz Street finds the visitor in Colonia of doctors, where all the streets are named for physicians, who have contributed to Mexico's international medicine.

Streets in the Lomas section are named from mountains, and in the Guadalupe Inn district, the streets are named from great Composers headed by Wagner and Verdi Streets.

In a new colony, the streets are named from American States, starting with Kansas, Mississippi and Nebraska.

In another famous section are the streets named from the great cities of the world.

Among the unusual are Street of the Lost Child, Little Corner of Jesus, Piety Street, Street of St. Mary the Fat. For those in a judicial mood is The Street of Article No. 123 of the Mexican Constitution. Streets are named from great philosophers and scientists as No. 35 Aristotle and No. 10 Newton Streets.

\* \* \*

## High School Record

**Y**OUR High School Record—Does It Count? by R. D. Falk, revised 1945, is published by South Dakota Press, Pierre, South Dakota; 124 pages; \$2.25.

This book is designed to prove to students that the records they are making in high school will count for or against them in later life in ways they little dream of.

It is especially helpful, therefore, in convincing an indifferent youth that he is consciously or unconsciously laying the foundation for future success or failure by the record being made during high school days.

Actual reproductions of forms used by well-known business and industrial concerns are exhibited to demonstrate to the student in a unique way the techniques used by business and industry in selecting and weeding out applicants for employment; reference forms used to get information concerning the applicant from superintendents, principals and teachers in schools formerly attended; interviewers analysis blanks; personality and character trait rating blanks; on the job rating scales, etc.

The book, originally compiled by Mr. Falk as state supervisor of secondary education in the South Dakota Department of Public Instruction for the schools of that State, is now used by more than 10,000 high schools and colleges.

## NATIONAL UNIVERSITY OF MEXICO SUMMER SCHOOL



The New Volcano Paricutin, Michoacan

— Photo Hugo Brehme

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# “Keep the change”—



[ *A simplified Annual Report of the American Railroads in their third year at war* ]

IN 1944, the railroads rendered to the American public the greatest volume of service ever performed by any agency of transportation.

For doing this job, they received about 9½ billion dollars. That's a lot of money — but most of it was earned by hauling tremendous tonnages of freight for less than one cent per ton per mile and carrying passengers for even less than before the first World War.

Out of every dollar the railroads received —

38¢ was paid out in pay rolls.

29¢ was paid for materials and supplies of all

sorts and other operating expenses.

19¢ was paid in taxes — federal, state and local.

7¢ was paid in interest, rents and other charges — a great share of which went to insurance companies, savings banks, endowed institutions.

2¢ was paid in dividends to stockholders.

5¢ was left over in “change” to cover all such things as restoring roadways and equipment after the war, paying off debts, and providing reserves for the improvement of plant and the modernization of service necessary to keep pace with American progress.



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1945

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### Free Travel Films

CANADIAN Pacific Railway and Canadian Pacific Steamships Passenger Department (S. E. Corbin, General Agent, 152 Geary Street, San Francisco) announces an extensive list of 16 mm silent and filmsound films, covering many subjects, mostly 350-400 feet in length, and requiring 12-15 minutes for showing. These films are educational, instructive and entertaining.

These films are for loan, on the understanding that borrower will give them reasonable care and return promptly after showing, with a report as to the number of persons at the showing, together with copies of notices, clippings, etc. Forwarding charges are prepaid; the borrower pays return shipment.

Requests for films should be made in writing, giving date desired, with an alternate date. Also, select films for second choice, in the event that films requested are not available on date required.

Write to Mr. Corbin for complete mimeographed list of the film library available for loan.

\* \* \*

### Growing Up with Numbers

For Grades 1-5, by Rose and Ruth Weber

THE practice exercises in the Growing Up with Numbers series are given in fascinating illustrated stories, paralleling experiences familiar to grade school children.

Every fundamental process is introduced in a direct manner, and examples are given for new steps in this practical learning plan.

The carefully-controlled vocabulary, checked with authentic word lists, is easily understood and within the experience of pupils on each grade level.

This series provides an abundance of practice exercises to insure mastery of the fundamental processes. The exercises are arranged on each page so that plenty of working space is provided exactly where it is needed.

List prices — Book 1 — 24c; 2 — 24c; 3 — 32c; 4 — 36c; 5 — 40c. McCormick-Mathers Publishing Company, 1501 East Douglas Avenue, Wichita, Kansas.

\* \* \*

News of China, a worthy illustrated monthly, issued by United China Relief, 1790 Broadway, New York City 19. Because of many American-Chinese and Chinese in California, this periodical is of special interest to California school people.

SIERRA EDUCATIONAL NEWS

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## DEVIL POSTPILES

UNIQUE NATIONAL MONUMENT OF PRE-HISTORIC WONDERS AMONG  
GOLDEN STATE'S POST-WAR TRAVEL ATTRACTIONS

CALIFORNIA holds distinction of having 7 major National Monuments combining historic sites, rare nature and geological preserves, points out Travelers Cheque survey bureau of American Express in its series on American Wonderlands.

For the post-war traveler, none will hold greater interest for prehistoric wonders than the symmetrical blue-gray columns of Devil Postpile National Monument, now being listed as a tourist attraction.

### Giant Columns

The Monument, containing an area of 800 acres, is located within Sierra National Forest near Mammoth Lakes, on the eastern slope at an altitude of 7,600 feet. Here, fitted together like pipes of a great organ, are extraordinary formations of giant columns, rising as high as 60 feet in perfect symmetrical lines. The hundreds of columns are mostly basaltic and by their deep blue-gray tones are a striking exhibit of the lava flow of centuries ago.

Of special geological interest are the post-piles on the side quarried by ancient glaciers, leaving exposed a sheer wall of gigantic columns 40 to 60 feet high. This resembles a startling military formation, so perfect are the column ranks. Closer inspection reveals

that the glacier-exposed surface exhibits a vast mosaic of intricate inlays.

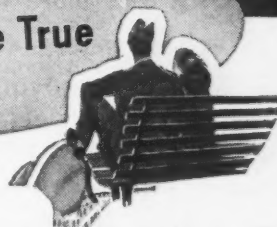
Following the Postpile Trail for two miles, the visitor is rewarded by the beautiful sight of Rainbow Falls, where the San Joaquin River makes a sheer drop of 140 feet into a deep green pool, bordered in the distance by bubbling steaming hot springs.

### A Look At Australia

A Look at Australia is a beautifully-printed and profusely-illustrated travel brochure, issued by Australian News & Information Bureau, 610 Fifth Avenue, New York City 20. No charge is made for the publication; a teacher may obtain up to 25 copies gratis for classroom use. David W. Bailey is director of the Australian Bureau. Inasmuch as Australia now is right next door to California, this fine booklet should be widely used in California schools.



These Dreams Will Come True



### Tower House

A Review by Roy W. Cloud

THE desert and the Superstition Mountains of Arizona are the scene of an interesting book by Ethel Mary Baker, recently published by Caxton Printers, of Caldwell, Idaho.

The story of a fine American family who found adventure with Mexicans, Indians, kidnapers and robbers is interestingly told and brings the reader to exactly the right kind of an ending. Price, \$2.50.

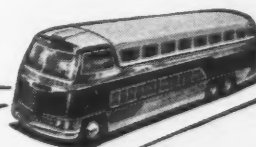
The author is a successful writer of juvenile stories which have appeared in various magazines. She also has written several novels which have won acclaim.

—WHEN *Highways are Happy ways* AGAIN

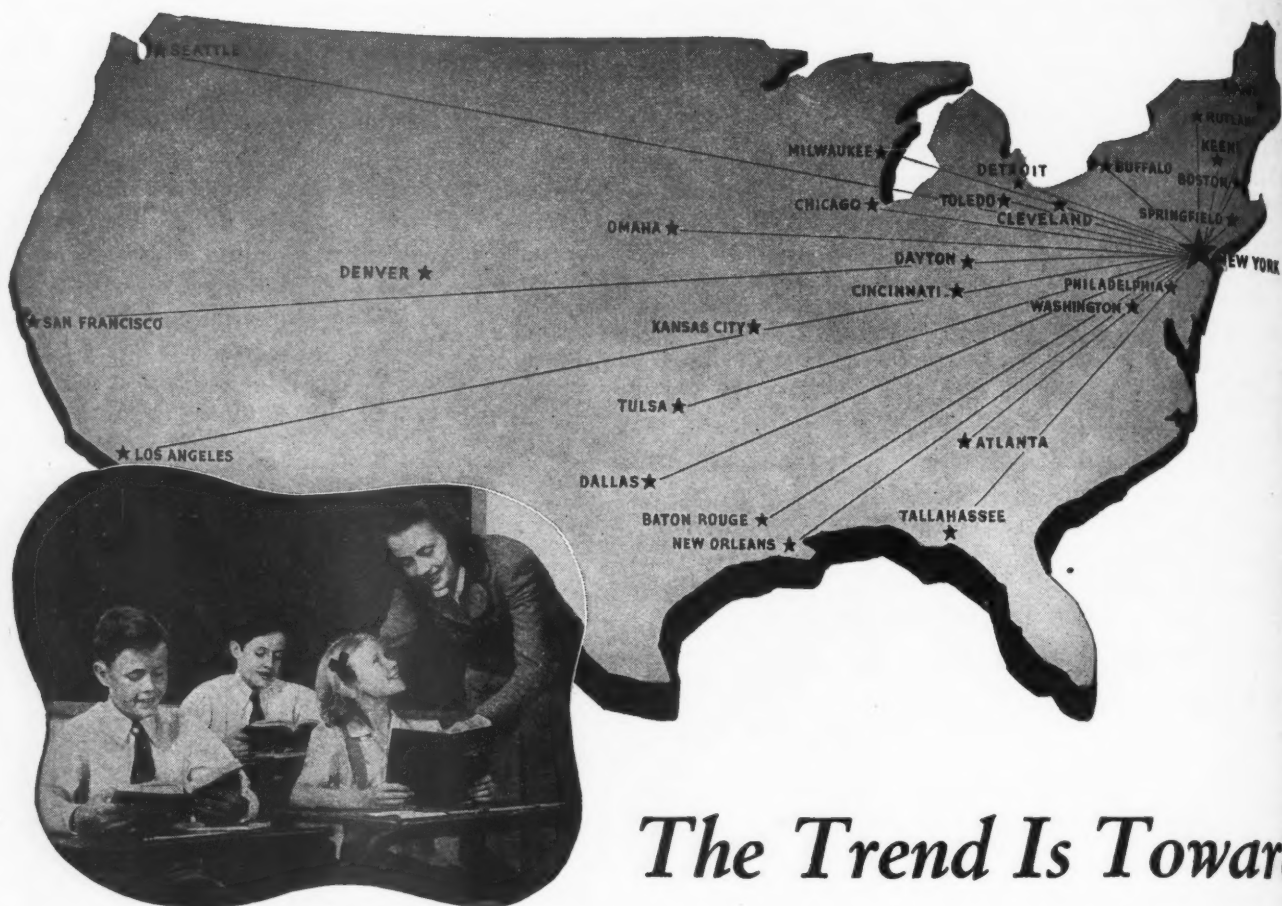
Millions of men in U. S. uniforms—millions of girls waiting at home or serving beside their men—have built bright dreams that include travel by highway, to explore and enjoy the land they love.

When the urgent job of carrying war manpower is done, look to Greyhound for a big share in making these dreams come true. And look for luxury, for convenience, such as highway travel has never known!

GREYHOUND







*The Trend Is Toward*

## THE BOOK OF KNOWLEDGE

**M**ORE and more of the nation's leading school systems are purchasing from the viewpoint of supplying the children's needs.

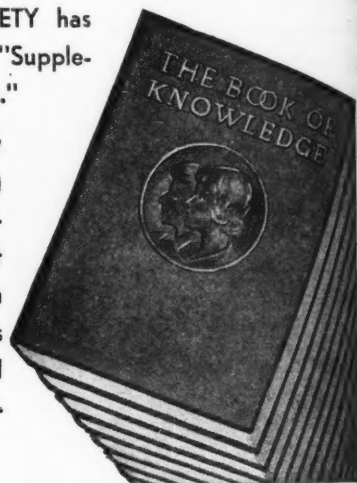
This map shows some of the leading educational centers of America. Purchases by such centers are the outcome of recommendations of experts trained in child psychology — men and women who know the needs of children in the elementary schools.

Such experts also appreciate the fact that **THE BOOK OF KNOWLEDGE** with the aid of a large research and editorial staff is kept in step with what children want to know as reflected in thousands of questions from children themselves.

Constantly revised, written in language children understand, this set has an appeal and a popularity unequalled in its field.

THE GROLIER SOCIETY has published a booklet, "Supplementary Teaching Aids."

This attractively bound book consisting of 20 pages is available to you without charge. Simply fill in the coupon below. This booklet will be mailed in response to your request.



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(SEN 3-46)

# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*  
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 VAUGHAN MacCAUGHEY *Editor*

VOLUME 41 183

MARCH 1945

NUMBER 3

### CONTINUING CRISIS IN TEACHERS SALARIES

FROM NEA Journal February 1945, we are privileged to present accompanying graph showing teachers salaries, federal employees salaries, and factory workers wages, 1938-44.

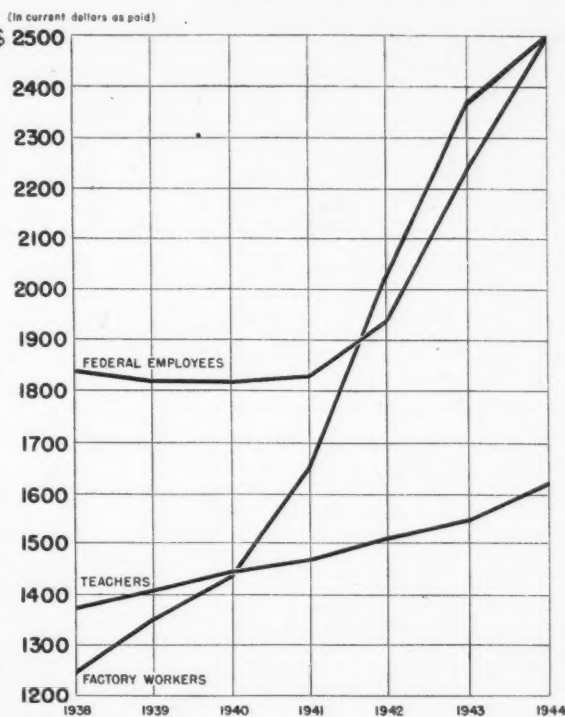
"Since 1939 the average salary in the federal service has risen 37%; of industrial employees, 85%; of teachers, 15%. Living costs have risen at least 30%.

"To match the 1939 average salary in purchasing power would require at least \$1850 today. Yet one teacher in five is being paid less than \$1200.

"The outlook for 1944-45 is that 197,000 teachers (20 in every 100) will be paid less than \$1200; 28,000 (3 in every 100), less than \$600.

"More than half will be paid less than the \$2000 minimum paid to federal government professional employees."

ANNUAL INCOME FROM SALARIES AND WAGES  
 1938-1944



Sources: Teachers (teachers, principals, and supervisors) from U.S. Office of Education and NEA Research Division. Federal and factory employees (salaries and wage-earning) from Bureau of Foreign and Domestic Commerce, U.S. Dept. of Commerce. All figures for 1944 estimated by NEA Research Division.

Res. Div., Nat. Educ. Assn.

show the film and how long they will require it. There is no charge in any way for the use of the film. We will ship it to the school prepaid, which can return it to us collect.

"The fact that we are the only business concern in California, so far as I know, who are distributing this service is brought about in that we are the only members of the National School Service Institute, the producers of this film, who are located in California."

The borrower should note, of course, that this is a sound film and requires a projector with sound attachment.

\* \* \*

Ray Dean, principal, David Lubin Elementary School, Sacramento, is now member of State Curriculum Commission, representing California elementary principals.

\* \* \*

### Apprenticeship

FOR the benefit of youths of high school age and those who are just starting their working life who are planning for a career in mechanical work of some kind, Apprentice-Training Service, War Manpower Commission, has issued a brief, simply expressed pamphlet entitled, *Looking Ahead by Way of Apprenticeship*."

This pamphlet is designed especially for distribution to youths who want to know what the work is like in a skilled trade, how to develop their abilities along the lines for which they are best fitted, and the training opportunities open to them.

Copies of this pamphlet may be obtained by writing to Apprentice-Training Service, Bureau of Training, War Manpower Commission, Washington 25 DC.

### Pop Rings The Bell

Famous Film Available Free

SCHOOL people throughout California will be happy to know that the nationally-famous educational film, *Pop Rings The Bell*, is available gratis through Los Angeles and San Francisco offices of American Seating Company, California Division, accord-

ing to word from H. F. Robinson, manager, 207 South Van Ness Avenue, San Francisco.

This 16mm sound motion-picture has been described in the February 1945 and previous issues of this magazine. All that is necessary to borrow the film gratis, says Mr. Robinson, is "that the school establishes a date and notifies us the day it expects to first

# AMERICA IN TIMES OF CRISES

## HOW DO WE MEET THE CHALLENGE?

*Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena;  
Frank R. Walkup, Principal*

DEAR EDITOR:

Suppose I start with the  
Dictum of Henry Drummond:  
"From selfishism to otherism  
Is the supreme transition.  
Of history."

Sometimes I wonder  
If our instruction in  
Civics, American history,  
And literature really  
Gets below the surface  
Of things and makes a  
Definite impression on the  
Mind of the learner.

War, it is said, brings  
Out the worst and the  
Best in human nature.  
At least, people soon show  
In times of national stress  
Where they stand and  
How they react to their school  
And home training. And  
Sometimes I wonder if  
There is not something lacking  
In that training — for instance:  
Some object to buying government  
Bonds because private issues  
Pay higher dividends. Some  
Complain bitterly about having  
To aid in the prosecution of  
War by paying income taxes.  
A minority insists on luxuries  
As usual and the right to travel  
In spite of lack of facilities and  
Inconvenience to service men.  
Still others affirm that Public  
Enemy No. 1 resides in Washington,  
And not in a hideout in  
The Bavarian Alps. There are  
Those who condemn Britons and  
All things British. A noisy  
Few maintain that Russia, not  
Germany, is the menace to  
Civilization, and that sooner  
Or later, to preserve our way  
Of life, we shall have to  
Fight the Red scourge.  
Behind these whisperings,  
Denunciations and defeatisms,

Note the sardonic leers from  
The exponents of the "Master Race,"  
Whose winning slogan is,  
"Divide and conquer."

The serious study of historical  
Movements and developments of  
Democratic governments should  
Implant in youth a love of what  
Makes this country great,  
And instil in him  
An appreciation of what pioneer  
Ancestors did to hew out liberty  
And freedom as well as forest  
Clearings. This country should  
Mean everything that is fair and  
Promising, a place where free souls  
Gather, where liberty is found,  
Preserved, and perpetuated.  
Unfortunately, to some America is  
The symbol for getting and not  
The opportunity for giving.

Buying war bonds is not a  
Sacrifice; rather it is a  
Sound investment in democracy  
And financial security for  
The future. Paying into the  
War Chest and assisting the many  
Drives with money or services  
Is little enough to do in times  
Such as these. When a person  
Complains of having to help  
Pay for the cost of war through  
The income tax or other sources,  
What must the boy in action, living  
Amid discomforts and disease and  
Facing the agony of wounds and  
The imminence of death, think of  
Those at home living at ease  
And in complete security?

Sometimes, Mr. Editor, I think,  
When I hear civilians  
Grousing over parting with  
Their dollars for war purposes —  
Buying ease, comfort, and security  
And complaining of the cost —  
That what this country needs  
Is a fundamental course  
On the Appreciation of America.

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### Erwin A. Dann

**ERWIN A. DANN**, principal and district superintendent, Fowler Union High School, Fresno County, and recently elected member of CTA State Board of Directors, has been a good worker in CTA for many years. He was representative of Fowler elementary school district 1934, and Fowler high school district 1936, Fresno County CTA president 1937-38, Fresno County representative on the State Council 1939-43, Central Section president 1943.

He is also active in NEA, Fresno County Principals Association, and California Secondary Principals Association. His teaching experience includes Fowler elementary school 1933-34, Selma intermediate school 1935, Fowler union high school, science teacher and coach, 1936-37, vice-principal Fowler high school 1938, principal Fowler high school 1939-45.

Born in 1908 near Syracuse, New York, he attended grades 1-6 there, came with his family to California and attended grades 7 and 8 in Fresno County, graduated from Fowler high school 1926, Oregon State College 1932, and has had graduate work at University of Southern California.

Erwin A. Dann





# SCHOOL RADIO IN BRITAIN

Peggy Macmillan of London, England

**I**N spite of all the mechanical difficulties and shortages caused by the war, children in over 12,500 of Britain's 30,000 elementary schools now have radio lessons. What is more, there are actually 2,000 or so more schools tuning in to the school programs today than when the war broke out.

This increase is perhaps not so surprising as it sounds. Radio has proved itself a useful cement for school courses shaken out of their normal shape by bombs and evacuation. In September 1939 alone over 750,000 children were moved out of London and the other big cities to the comparative safety of the countryside. Their school life was necessarily a good deal disorganized, and for many of them during the first few months the radio lessons were the only ones they got.

Then came the blitz, and during the daytime raids school hours often had to be spent in trench or shelter instead of classroom. Teachers had to think of ways to distract the children's attention. In cases where the raids were light but lasted for several hours, they tried to carry on as far as possible with ordinary lessons. It was here that the radio was particularly useful. Enterprising schools rigged up shelter sets, and the children listened eagerly to programs in which entertainment was skillfully mixed with more formal instruction. Commenting later on the usefulness of these programs, one headmistress wrote "the short broadcasts to scholars were like lifebuoys in a queer turbulent scholastic sea."

But school radio in Britain did not start with the War. A regular service has been in operation since as long ago as 1924. This service is planned by a body of educational experts and carried out by the Staff of British Broadcasting Corporation. Reception problems (one of the worst headaches in wartime) are looked after by a special group of BBC engineers.

These engineers travel around the countryside advising schools and local authorities on how best to keep their sets in order. Before the war, they also advised on most suitable types of set to buy, and issued yearly guidance lists.

The actual programs are very much like those put over by the various educational stations in the United States. They are definitely planned not to replace ordinary lessons, but to supplement them—to stretch the children's imaginations, and at the same time bring them into closer touch with life. For instance, ancient history and literature are brought alive by plays, current events by commentaries, and so on.

## Learning is Exciting

New experiences and the metaphorical sweeping away of classroom walls make learning more exciting. There is some point in knowing the names of capes and rivers when they help you to understand a first-hand travel-talk by a famous explorer. And those dreary lists of manufactures, exports and imports, etc., which not so long ago were just so many words to be learned by heart—even they become vivid when the clang and thud of a steel-plant thunders through the classroom, and a worker explains some of the technicalities of his job.

The program series are worked out to coincide roughly with the normal school terms, and cover about 3 hours daily for 5 days a week. Sometimes a series will be put over for a particular purpose. In 1942, when the Ministry of Education first began arranging lecture courses on the United States, the BBC worked out a special series of school programs to fit in with this scheme. The different States were described in a set of talks and plays called "If you were an American." On Thanksgiving Day a group of U.S. soldiers in London came to the microphone and described how their families back home would be celebrating the festival.

In order to help teachers to get the fullest possible value out of the broadcasts, the BBC issue accompanying leaflets with each series. These leaflets give titles of appropriate books, magazine articles, phonograph records, etc. They also suggest various other ways in which the teacher can

weld the actual broadcasts into a prepared setting.

The following timetable may perhaps be of interest as giving an idea of the way in which different programs are presented.

9:05-9:25 — Short religious service (undenominational).

10:05-10:10 — News Commentary (for children 11 to 15).

11:00-11:20 — Singing Together. Juniors and Seniors join in singing traditional songs of all nations, such as Ye Banks and Braes of Bonnie Doone and Shenandoah.

11:20-11:40 — The Practice and Science of Gardening (for Seniors). Notes and suggestions on subjects like How vegetables were developed from wild plants, or Where pests go in winter — (a visit to a research station to find out how the scientist helps the farmer and gardener in getting rid of insect pests in wintertime).

11:40-12:00 — Music and Movement for Juniors. A series aimed at helping children of 7 or 8 to move rhythmically and express themselves in dancing and singing. Before this program begins, many teachers encourage the children to carry out the kind of movements which they are used to seeing at home. Then at the end of the program the teacher explains any movements in it which the class does not know or understand.

For instance, haymaking or gardening gestures need explaining to the town child, while the country child may be puzzled by the bustling movements of the shopper. In this kind of exercise the children's natural instinct for imitation is satisfied both physically and mentally.

2:00-2:10 — Nature Study (For children of 10 or 11). Programs about animals and plants, etc. These are sometimes given as dialogues, sometimes as straight talks, sometimes in the form of simple scientific experiments which the children carry out themselves.

2:20-2:35 — World History. In this period stories like The Iliad and the Odyssey are told in dramatic form for children of 10.

For older children (13 upwards) the series will describe some special problem in present-day life—as, for example, Growing Food in a Changing World. In this a speaker shows how changes in farming methods have brought about changes in social organization in different countries.

2:40-3:00 — Orchestral Concert Series. Programs like this are very carefully prepared and led up to. First of all, the different instruments are "introduced." Then the following week they are presented in action. In this way the children learn how a piece of music comes together and what joy can be drawn from trained listening.

**T**HE above is only a sample program for a single day out of the 150 or so of the school radio year. And it is one chosen entirely at random, giving only the barest idea of the scope of the scheme as a whole. Even before the war there were 27 different sets of programs in operation, and 44 accompanying leaflets being published. When the war is over, this service will undoubtedly be extended. A recent Government order announces that all new schools are to have their classrooms wired for radio. Both sound broadcasting and television will have a definite part to play in the expansion of educational facilities brought about by Britain's new Education Act.

# SONG OF AMERICA

A PAGEANT, ADAPTED FROM AMERICA SINGS, BY MARGARET MORROW\*

Adaptation by Hazel Pendleton, Teacher, Kit Carson Junior High School. Sacramento

Orchestra: America the Beautiful.

## Prologue

First Speaker:

In the long procession of Time  
A nation falls into step with other nations  
And marches with increasing power.  
What makes her strong?  
What significant contribution can she make?

Second Speaker:

She is as strong as her people are strong  
Her contributions as worthy as their aims  
are high.

Walk around the block in any city square,  
Or down the stretch of a country lane;  
Ride in a coal car in a Pennsylvania mine,  
Or an iron car in a Minnesota pit;  
Follow a hod carrier on a brick-laying job,  
Or a planter in the cotton field;  
Watch the mechanic in a Midwestern garage,  
Or the fisherman on the Pacific coast,  
Anywhere — everywhere — watch America  
at work . . .

Third Speaker:

And listen!  
Listen to America sing — work songs, play  
songs,  
Sad songs, gay songs —  
You hear America sing!

First Speaker:

Whence came these songs?

Third Speaker:

Down through the centuries endlessly sing-  
ing comes the great song.  
You are part of it as I am, and from the  
centuries comes our song.  
It is a song of strength — of fight — of  
courage — of love — of unconquered  
people.  
It is a song washed with the tide, roaring  
against the rocky coast of Maine,  
And washed with the wind through the  
magnolia trees of the deep South.  
It is a song borne over the prairies in cum-  
bersome wagons, and etched with the  
blood of the pioneers.  
It is a song of the loneliness of the plains  
and a campfire outlining a solitary sleeper.  
It is a song of the majesty of the mountains  
and the fearful thunder of water pouring  
down canyons.

\*America Sings, copyrighted 1944. Adapta-  
tion published here with permission of author  
and Row, Peterson & Co.

It is a song of the soft-footed men of God,  
chanting their solemn Te Deums in the  
gardens of the West.

Second Speaker:

It is a song of the bonded struggling to  
be free, and the free struggling to keep  
free.  
It is a song of gaiety and laughter and life  
today,  
Tomorrows are uncertain —  
It is the song of a people struggling to keep  
afloat a pennant of idealism in a morass  
of untruths.

All Three Speakers:

It is our song, and it began long ago —  
before the white man came to live  
Along the New World shores.

## Scene 1 Pantomime, Indians

Verse Choir:

When the land was young, it began —  
When the virgin forests stalked the land  
from east to west and silently the red man  
glided through the forest to his lodge,  
There in the evening's blue, he rested, told  
his day's adventures, and listened to the  
nightbird's call, shrill against the moon.

On stage: — Setting: Wigwam right center;  
trees, baskets. Left, Indian squaw on knees  
grinding corn. Indian girl front right, weaving.  
Two hunters enter from right with dead bird  
and rabbits, and all pantomime action to suit  
words of speaking choir.

Girl advances to front and sings solo, From  
the Land of the Sky Blue Water.

At end of song, Indians retire to back of  
stage, grouping around wigwam. They watch  
the group of 7 Pilgrims, who enter from left,  
carrying guns and sea chest.

## Scene 2 Pilgrims

Verse Choir:

Relentless is the push of civilization.  
Westward and still westward came the white  
man, sailing into the bays of Massachu-  
setts, with the sun glinting from the ship's  
sails.  
Fearless people, and protected by a faith so  
great that the destruction of half their  
number could not daunt them.

On stage: — Chest is placed on ground and  
tableau made with 3 men in triangular position,  
kneeling, guns upright. Tallest in front, posi-  
tion facing right, holding open Bible.

On stage: — Women with small child grouped  
behind to left. This position held during song  
by chorus, Prayer of Thanksgiving.

## Scene 3 Jefferson the Writer

Verse Choir:

The faith that grew in the hearts of those  
determined men became an ideal of a  
young nation-to-be  
But even in America  
There were those who would impose their  
narrowness on others.  
For the precious right of Religious Freedom  
many suffered and died.  
Then he, author of the Declaration of Inde-  
pendence  
Declared also, "Almighty God hath created  
the mind free."  
No man shall be molested because of his  
religious beliefs.  
It became the law.

On stage: — Jefferson seated at small table  
— using drawing-board against it for a desk.  
Screens around him to give the impression of  
small room. He finishes writing, stands up,  
placing board with papers on table and steps  
aside. He says thoughtfully and emphatically:  
"Our civil rights have no dependence upon  
our religious opinions."  
"Nor, — should they depend upon the color  
of our skin."  
"Truth is great, and will prevail."  
He picks up violin and plays, Prayer —  
Mozart, while curtain gradually closes.

## Scene 4 Spirit of '76

Verse Choir:

In the spirit of '76 they borrowed a tune  
And made a song that has rung through the  
years  
And they made a flag to fly wherever flags  
are flown  
A flag of freedom and refuge.

On stage: — Three boys, flutist left, tall flag-  
bearer center, lame drummer right, march from  
left rear to front center as they play Yankee  
Doodle. After chorus, as they begin the 2nd  
verse they wheel and continue across front stage  
to right front exit and continue to play decre-  
cendo through second chorus.

## Scene 5 Washington's Inauguration

Verse Choir:

And the cry for freedom rang along the  
shores of the Atlantic, with never-dimin-  
ishing strength until a new nation was  
born.  
And faith in that nation was kindled in  
others  
By two whom we honor today.  
Against great odds they remained steadfast  
Leaders in war and in peace.

On stage: — As curtain opens, Washington  
and Livingston are advancing from the center  
back, with three mixed couples in fancy  
colonial costume. Washington and Livingston  
take places facing each other across a small  
table holding Bible. Livingston raises right  
hand, indicating action which Washington fol-  
lows, and placing left on Bible. He says:

"I do solemnly swear that I will faithfully

execute the office of President of the United States, and will to the best of my ability preserve, protect and defend the constitution of the United States, so help me, God."

He raises his eyes and then bends to kiss the Bible which Livingston lifts. Livingston steps quickly to front of stage and with hand raised shouts,

"Long live George Washington, President of the United States!"

Clapping and "Hurrah's" from choirs in front of stage.

Coups advance in turn to congratulate Washington. Jefferson enters front left, as if just back from France, and shaking hands with Washington says,

"Mr. President, allow me to congratulate you."

Washington:

"Welcome home, Mr. Jefferson. You have performed a fine work in France. And now, I need you in my cabinet. Please accept the office of Secretary of State."

Jefferson:

"I will be glad to serve the people, and to assist you, sir."

Chorus—Hail Columbia.

Orchestra—Hail to the Chief.

### Scene 6-A Pantomime. The South (Negro Slaves)

Verse Choir:

And the Nation grew and prospered.  
America was born in a thousand places—  
a cove in Maine, an island in New York,  
a plantation in Virginia, a cabin in Kentucky.

But the Nation, united in purpose, dissented in ideals, and there came a race baptized in bondage.

On stage:—In front of closed curtain. Two boys made up to represent slaves, pantomime picking cotton, one lifting basket to the other's back, carrying off stage—returning to work, etc., while chorus sing, Go Down, Moses.

### Scene 6-B Jefferson's Homecoming, Monticello

Verse Choir:

With those who raised their voices denouncing human bondage

Jefferson proudly stood.

His workmen were his friends at Monticello.

On stage:—Brick wall at rear of stage utilized for Southern mansion. Flat boards represented columns—platform and door for porch, center.

Jefferson's daughters, Southern gentlemen and negro gardener and house servants watch while neighbor girl dances as curtain opens (minuet type). One daughter accompanies on the violin.

At end of the dance, small negro boy runs in from left to first one, and the others, in turn, calling,

"He's coming, He's coming. Marse Jefferson's coming!"

Mr. Jefferson enters accompanied by several enthusiastic Negro servants, waving, smiling—

He is met by daughter center stage—They embrace—He says,

Jefferson—"How is my little daughter?"

Daughter—"Fine, father."

Jefferson—"Have you been practicing your music lessons every day?" half-jokingly.

Daughter—"Almost."—smiling back.

Jefferson—"How do you do? Mr. Harrison." (They shake hands).

Harrison—"Welcome home, Mr. Jefferson."

Gardener—"Glory be, you're back home safe."

Cook—"Fried chicken," Marse Jefferson. We've fix a banquet fit for a king!" (Said from porch, loudly.)

Negro—"Only you're no king, praise de Law'd. You're a Democrat."

Curtain.

Orchestra—"Minuet"—Haydn. (2 Times)

### Scene 7 Jefferson and Lewis

Verse Choir:

Under his leadership

Overnight, the nation was increased by a vast domain,

The greatest peaceable annexation the world had known.

On stage:—Jefferson and Merriweather Lewis seated at table. Large map of colonies and Mississippi of that period mounted on stand behind them.

Jefferson—"Do you have anyone in mind who will be suitable to take with you on this trip?"

Lewis—"Mr. William Clark of Kentucky is just the man, I believe. He is friendly with the Indians, knows some of the language and is a good woodsman."

Jefferson—"Take careful notes of the country, the climate, and animals, and bring back samples of the plant life."

Lewis—"I think I understand what you want, Mr. President." (Both rise and step to map.)

Jefferson—pointing—"Follow up the Mississippi and the Missouri to the Great Divide—and so—(waving hand) across to the Coast." (They shake hands.)

"Good luck."

### Scene 8 Westward Expansion

Verse Choir:

Meanwhile the nation struggled forward.

Out went the people.

The prairie grass blazing couldn't hold them.

The mountains towering couldn't hold them.

The plains were not wide enough.

Out they went with their wagons and their rifles—their cattle and their homespun tablecloths—their prayers and their loneliness.

Out they went until the mighty, heaving breast of the Pacific gathered them close, and they stretched their lungs to shout the freedom that was theirs.

They left a trail of broken wagon wheels and bleached bones,  
But they left a song, too.

On stage:—Back of covered wagon constructed of large table with frame to hold brown-paper top. Two wheels and steps covered legs of table. Pillows, bucket and lantern attached. Girl in wagon.

Camp fire center, bench left, stool right toward front.

Action on Stage: Boy fixing bonfire,—guard pacing at back of stage. Man brings in wagon wheel and sits right front to mend it. Another working on harness left front. Water cattle (cows head mounted on stick shown very briefly). Women bring mending, wind yarn, etc., some seated on bench. Guard registers surprise, alarm, then pleasure. Crosses back stage to greet two hunters. (Kit Carson sandy colored hair, small.) They shake hands.

Man of group: "Who is it?"

Guard—"Why don't you know? This is Kit Carson! Now we will reach California safely!"

They step to front of stage—are greeted by others. Boy with banjo enters. Is asked to play. Seats himself on stool and plays, Oh, Susannah. All on stage sing and the second time the choir sings with them.

### Scene 9 Railroad Scene

Verse Choir:

Then came the time of building.

Out of the wilderness they forged a trail—  
by land—by water.

They dug ditches and left their hearts on the iron spikes of a railroad.

There was a nation to build—but they sang.

On stage:—Survey-rod held by man. Step-ladder left. Imaginary rails across back of stage. People dressed as railroad officials, frontiersmen, Indians and Chinese.

Action: One Chinese carries two buckets on pole, and another pushes heavy wheel across stage from right while chorus sing, I've Been Working On the Railroad. Surveyor carries rod to right. Two boys mount ladder to see over heads of crowd centered at back of stage. Railroad officials pantomime driving the "last spike"—first one striking, then the other,—while a third, kneeling, holds it:

1st Official—"The last rail is laid."

2nd Official—"The last spike is driven."

3rd Official—"The Pacific railroad is completed."

Serpentine dance leads into position for square dance. Music from phonograph.

### Scene 10 Lincoln

Verse Choir:

One purpose, two ideals—and he who walked long and gaunt among them rebuked them in the words of Christ and reminded them that a house divided shall fall.

Dark days, and the blood of brothers, spilled and soaking into the earth—and freedom stalled in the quagmire of destruction.

On stage:—Small army-tent attached to folding-frame left rear. Soldier with leg injured on bench right (crutches). One on ground



front center, attended by another who raises his head to give a drink handed by a lame one who limps in with cup.

Abraham Lincoln silently walks in, stopping first to greet one near the tent, then the one on bench, then watches those at center front. As he leaves the stage, he turns and tips tall hat. *Tenting Tonight* is sung throughout this pantomime.

### Scene 11 The Gay Nineties

*Verse Choir:*

A bullet fired in a theater made us a nation.  
(Pause)

And America leaped forward and grew and grew until it seemed that the very shores must give way to the demands of the youthful struggle.

This was America.

Land of Plenty!

Gaiety became a characteristic.

Gold and satin—diamonds and tandem bicycles—plush chairs and leg-o'-mutton sleeves.

Orchestra plays, *Bicycle Built for Two*.

On stage:—Boy rides in on tandem bicycle and circles stage twice past girl seated on bench right rear. Tips his hat to audience—then to her. Stops center rear. Dismounts and proposes to her (kneeling). She shyly consents to mount bicycle. As she gets on, the bicycle tire blows out, and boy starts pumping.

Second boy enters from right, makes fun of one pumping—wiggles finger at girl from left and they circle and leave stage together. Boy at bike shakes fist and pumps as curtain closes. Music changes to *The Band Played On* and curtain immediately opens again. Girl and boy ride straight across stage, he waves at audience.

### Scene 12 The World War

*Verse Choir:*

The band played on and on.

Baseball and Coney Island, waltzing and revival meetings, picnics in the park—this was America.

America sang and grew rich.

And then again the despots threatened to crunch an iron heel upon the nation, and the lusty youths threw away their bicycles and climbed into orange crates that flew—and went off to make the world safe for democracy.

They sang. They sang as they marched and fought and died.

On stage:—This scene represents a family's farewell to a soldier leaving home—World War I. Mother seated left, father consoling her.

Soldier at suit case, center. Sister hands him present. Father and son alone for a few minutes. All exit left. This pantomime to music. *Pack Up Your Troubles in Your Old Kit Bag*, by orchestra. Keep the Home Fires Burning, by chorus.

### Scene 13 The Roaring Twenties

*Verse Choir:*

Then again the nation needed building.

But this time they overlooked the solidarity of firm foundations.

Castles rose in the air—towering high like multicolored bubbles, giddy and determinedly gay.

The roaring twenties with their hectic mad dash to live each day.

And in the thirties, too, some danced in spite of a depression.

On stage:—Six girls in pairs did jitterbug dance, combining at end in grouping. (Music from phonograph.)

### Scene 14 The Second World War

*Verse Choir:*

There were a few who shook their heads and watched the dark thunderclouds gather on the horizon. (Low roll of snare drum.)

America was safe and snug, deep in the hinterland of complacency—with the waves of two oceans washing oil on her beaches.

Suddenly with ominous portent (Bass drum, 1 beat)

There burst the roar of cannon (2 beats)  
Thunder boomed and lightning burned the hearts of those who danced. (Lights)

On stage:—Family in modern living-room. Father with newspaper, mother sewing, daughter studying.

Radio—"World-wide station announcing from the Nation's Capital, Let men of good-will everywhere unite to establish and protect the liberty of all."

Family gathers around the globe. Medley of war tunes, led by drums, etc., broken for the radio announcement.

Curtain closed and opened again on large flags of Allied Nations.

Boys chorus, *When the Lights Go On Again All Over the World*.

Epilogue in front of curtain.

### Epilogue

And so,

The pageant of America moves on.

Is moving now,—

Nearer the goals of a mature nation;

Complimenting and complimented by

The pageants of other peoples,

Unafraid.

Washington fathered the uncertain nation in its youth,

While Jefferson taught the true meaning of freedom.

Lincoln, the moderator in time of strife, saved the growing youth.

Wilson pointed the way in early manhood,

And now,

The responsibility is ours,

Youth must provide new leaders

Of vision and integrity,

Who will sponsor such friendship among nations

That all mankind will be blessed.

Orchestra: *The Star Spangled Banner*.

## Choral Speaking

**A**PPROACH To Social Studies Through Choral Speaking, poems correlating group speaking with social studies in the grades, by Dorothy Harvel and May Williams Ward, is a particularly noteworthy book of 200 pages, issued by Expression Company, Publishers, 16 Harcourt Street, Boston, Massachusetts; price \$2.25.

This admirable book is especially important because choral speaking is rapidly coming to be recognized as an important technique in the school program.

The authors have created and brought together a helpful array of verses for children of secondary school grades. Many could well be used in the upper grades of elementary schools and junior high schools.

The authors state that the subject-matter includes much within the child's world which he is in process of discovering, and lead him into the realm of imagination. Many of the verses are useful in correcting and improving speech habits. Repetition and sing-song words are stressed to give the child pleasure, a sense of rhythm, and self-reliance.

Some of the opportunities for solo-and-chorus or part-work have been indicated, but it is desirable that other arrangements and dramatizations be worked out by the group.

Choral speaking is not a fad, but a profoundly important mode. It is already widely used by alert California teachers. Harvel and Ward have made a praiseworthy contribution to the growing literature of this field.

\* \* \*

## Organization of Peace

### A Timely, New Picturebook

**E**LEVEN Fundamentals for the Organization of Peace is the title of a highly important picture-book issued by Commission to Study the Organization of Peace, 8 West Fortieth Street, New York City 18.

It helps to show the way to prevent further wars. It is useful for displays and exhibits and as a basis for discussion. Single copies 25c; 10% discount for orders of 10 or more copies.

# JUNIOR FARMERS

## AGRICULTURE IN KERN COUNTY ELEMENTARY SCHOOLS

*J. Ray Messinger, Supervisor and Coordinator of Agriculture and Industrial Arts.  
Kern County Schools*

**F**OR the past two years agriculture has been offered in the elementary schools of Kern County as a part of their applied arts program. Enthusiasm in the newly-instituted program comes from both teachers and students.

In addition to classroom and school ground projects, over 400 students last year carried on projects at home.

In the September Victory Foods Fair, sponsored in Bakersfield by the Fifteenth District Agricultural Association, 79 Junior Farmers entered exhibits which judges, specialists in their field, declared were worthy of over \$500 in premium money. Kern County business men backed the youngsters 100% to make these awards possible.

Better practices in agricultural activities, school projects, guidance in the care of home projects and school shop programs are leading items in the four-fold program designed by the supervisor and coordinator of agricultural and industrial arts in the office of Leo B. Hart, Kern County Superintendent of Schools.

Originally the study was planned to include but 15 schools for the first year, but the eager acceptance of the plan by schools in the fertile valleys and even the mountain and desert regions of the county expanded the program to 38 of the county's 66 schools.

Agriculture is correlated with other subjects in the lower grades, with emphasis given social science. Extra activities, in connection with agriculture, include art studies, English stories and arithmetic exercises where records of temperatures, weights and food ration points are kept. A survey shows that some schools closed the school year with as high as \$22 profit on a unit of chicks.

The Kern County Junior Farmers is now an organization. Officers include Jimmie Vigneau of Greenfield, president; Vance Ponton of Mountain View, vice-president; Clydine Holland, Standard School, Oildale,

secretary-treasurer; and Tessie Penrod of Delano as club reporter. These officers and other members appeared on a radio program, "You and Your Children in Kern County Schools," over radio station KPMC recently.

**E**IGHT purposes of organization have been set up by the group and include: to develop rural and agricultural leadership; to give opportunity for the elementary school boys and girls to learn the worth and dignity of rural and farm life; to create and nurture a love of country life; to improve the farm home and its surroundings; to encourage cooperative effort among elementary students in agricultural activities; to

supplement the regular systematic instruction of elementary school boys and girls with learning activities in agriculture; to advance the cause of agricultural instruction in elementary schools and to encourage members in establishing home agricultural projects for the purpose of learning better farm practices, and to produce more food for the war effort.

Each member of the organization pays 10 cents annual membership dues, which entitles him to an appropriately designed Junior Farmer membership button and ribbon, as well as a monthly club newsletter telling of other schools' agricultural activities.

Kern County schools actively participating in the new Junior Farmer organization are Arvin, Aztec, Blake, Buena Vista, Buttonwillow; Caliente, Cecil Avenue and Fremont schools in Delano; Edison, Fairfax, Fruitvale, Greeley, Greenfield, Indian, Kernville, Lakeside, Lerdo, McFarland, Lamont, Mountain View, Mount Owen, Norris, Panama, Pershing, Pondham, Poso Flat, Richland at Shafter, Rio Bravo, Rockpile, Rosedale, Semitropic, Shafter, Southern Kern County Union at Rosamond; South Fork, Standard, Stine and Vineyard.

*Jimmie Vigneau of Greenfield School, county president of Kern Junior Farmers, showing his First Place grade heifer at Kern County Food for Victory Fair*





## THE HOME WORKSHOP

A VALUABLE ADJUNCT TO THE MODERN SCHOOL PROGRAM

John A. Howland, New York City

**A** RECENT estimate places the percentage of new American homes in the post-war era to be equipped with home workshops at 60%. Not only that, but as a result of wartime needs and demands, great improvements have been made in home workshop tools and equipment. Millions of American families have had one or more of its members learning skills and crafts in schools and war industries, and in many instances this experience will have developed a useful and perhaps profitable hobby.

The significance of the growing popularity of the home workshop is clear to the educator. With emphasis in secondary education being placed upon school-shop activities, the youth who is studying wood, metal or plastics work at school will find that the workshop in his home not only permits him to work on projects which advance his studies at school, but also provide a constant temptation voluntarily to engage in projects of all kinds.

To a great extent, the home workshop equipment and tools in use now, and which are being greatly simplified and improved for post-war use, are identical or similar to those the boy of the family is familiar with at school. It is also true that modern home workshop machinery and tools are alike—in principle—to the equipment the war worker is accustomed to use on the job.

That educators have every reason to encourage the installation of home workshops, large or small, as a means of promoting education in woodworking and metalworking skills is generally admitted.

In this connection, Mr. L. H. Dennis, executive secretary, American Vocational Association, said:

*"The future undoubtedly will see many of these home workshops developed in the American homes following the war. These home workshops will add considerable*

*zest and interest to the work in the public schools, in our industrial arts shops, and in our vocational training shops."*

From the standpoint of the school-shop instructor, the boy whose family has a modern workshop in the basement or garage, whether it be large or small, enjoys these advantages:

- a. He comes to class with a greater familiarity with tools and machinery.
- b. He is easier to teach because of home practice even though home projects may have been crude.
- c. He usually has a good knowledge and respect for basic shop safety practices.
- d. His enthusiasm for shop work is apt to be stronger than otherwise would be the case.

One of the Nation's best known experts on this subject is L. W. Prakken, editor of *School Shop*, who said:

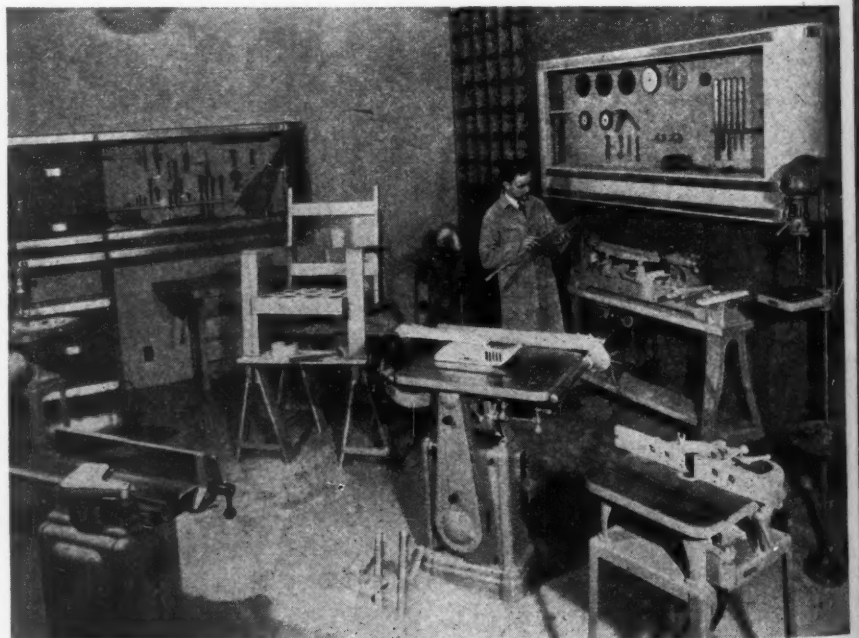
*"The importance of this type of instruction cannot be over-estimated because of the increasing mechanical nature of household and farm equipment. I doubt very much, as has been suggested, whether the school*

*shop of the future will ever help to pay its way through the production of household articles. This is an area the schools usually avoid as they do not wish to compete with manufacturing concerns. Yet, household articles are made in school shops by youngsters for parental use. These individual projects, however, are designed to aid in the instruction of the student or pupil rather than to make a serious contribution to the household furnishings. After all, these courses are designed primarily to instruct students in operations such as household mechanics, repair of electrical appliances, farm machinery, etc., so that they will be able to do repair and construction work of their own for parents, or when they set up a home of their own."*

**M**ANY instructors made it a practice to encourage boys of special workshop ability to build up workshops at home. There are plenty of simple plans available\* which the student can follow, beginning in a small way and adding tools, machinery and equipment as the need arises. It has been amply proved, however, that the home workshop, operated by a skillful and resourceful man or boy, can not only provide pleasure but also a good profit on the sale of products and services made by means of such facilities.

\*How to Plan a Home Workshop, Deltaera Publications, Milwaukee.

*The future Workshop will give pleasure, educate, and provide a profit.  
Photo courtesy Delta*





## SECONDARY PRINCIPALS

ASSOCIATION OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS

Harold B. Brooks, President; Principal, George Washington Junior High School.  
Long Beach

**C**ITIZENS of California can be justly proud of their system of public schools. Dr. George D. Strayer, the consultant to the State Reconstruction and Reemployment Commission, has recently stated that California ranks among the first three states in the Union in,—1. the financial support for the public schools, 2. the professional requirements for teachers, and 3. the development of junior colleges. However, the members of the Association of California Secondary School Principals believe there are scores of improvements needed in the state-wide program of secondary education.

The purpose of this article is to mention some of the specific problems upon which the Association has worked during 1944 and the ways in which the organization has contributed to the improvement of the secondary schools.

"The money spent for education does, in a very real sense, determine the quality of education," said Dr. Strayer recently. Likewise the money obtained from dues by our professional organizations does, in a very real sense, determine the quality of the educational service they may render. Fortunately the financial support of the Association has been doubled since May, 1944. This has been possible because many districts and institutions have obtained institutional memberships at \$10 each.

The increased financial support has made it possible to expand the activities of several of the committees of the Association. During 1944 three issues of *The Bulletin* have been printed and mailed to approximately 1,000 school administrators and others interested in secondary education in California. Several leading educators have contributed articles to this publication. In these days of restricted state-wide conferences it is more imperative than ever that all those in the teaching profession read the professional publications to keep informed.

In May, 1943, the State Superintendent's Advisory Council, composed of 36 members representing 14 leading educational organizations, was developed. The Association

has three representatives and these have been present at each of the five meetings called thus far by State Superintendent Dr. Walter F. Dexter, who is chairman of the Council. It is believed that the formation of this Council was one of the most significant steps taken in public education in California in recent years.

Topics of vital concern to the schools have been discussed by the Council. For example, at the meeting on January 5, 1945, the proposals made by Dr. Strayer for the improvement of the school system of California were submitted to the Council for discussion. At the meeting on February 15, 1945, these proposals, formulated as bills which had been presented to the State Legislature, were discussed by this group. It is hoped that this Council may assist definitely in uniting all the professional organizations in support of the legislative proposals for the betterment of the schools. It should be remembered constantly that the State Department of Education is the foremost agency for coordinating the state-wide educational program.

Recently it was proposed that the scope of the Affiliation Committee of the Association be enlarged to include relations with similar committees representing the junior colleges and the State colleges. In order to

Harold B. Brooks, President



do this a two-day conference was held in Berkeley on November 8-9, 1944. The purpose of this conference was to discuss problems of articulation concerning each of the levels of education. Affiliation committee members from the high schools, junior colleges, State colleges and the State university were in attendance. Among the topics discussed upon which action was taken were:

1. The rephrasing of the English requirement for admission to the university.
2. The type of training students need in high schools to do successful work in the university.
3. Whether or not competency in various subject fields can be stated in terms of educational objectives rather than credits as at present.
4. The education of veterans.
5. The guidance of high school students into teacher training.
6. State college entrance requirements.
7. The high school program appropriate for entrance to State colleges.
8. Problems of coordinating the curricula of high schools and junior colleges.
9. Problems of coordinating the guidance and transfer procedures of high schools and junior colleges.

The Committee on Problems of the Junior High School has met each month for several months. Fifteen vital problems faced the committee at its first meeting in September, 1944. The three selected as of first importance and worked upon at subsequent meetings were as follows:

1. How to make the junior high school definitely a part of the secondary segment for apportionment and administrative purposes.
2. The improvement of the teacher training program for junior high school teachers.
3. How to interpret the junior high school more effectively to the public.

Dr. Strayer has met with the committee to discuss the financial problems of the junior high school. Representatives from the universities and colleges have met with the committee to discuss the problems of training teachers for the junior high school.

The Committee on Developmental Reading has met frequently since May, 1943, and is preparing a monograph on teaching reading which, it is hoped, will be published this spring as a bulletin of the California State Department of Education.

The Committee on Problems of the Small High School is at work on two problems:

1. How to meet more adequately the needs of the student in a small high school.
2. The enrichment of the program in the small high school.

The program of the Association for 1945 provides for continued study of the problems mentioned above and certain others, to the end that the educators in the secondary schools may more effectively teach and guide the youth of California.

## VOTE AT 18

SHALL WE REDUCE THE LEGAL VOTING AGE TO 18?

Don Polley,\* Student in Excelsior Union High School, Norwalk, Los Angeles County

**T**HE world, in rapidly turning to its younger people for leadership, is finding that the conservatism of age is balanced with the liberalism of youth. It is too late for America to prevent the spilling of youthful blood on far-off battlefields—the older generation of voters in America and other nations made this war possible—but it is NOT TOO LATE to grant those youth who remain a voice in the government they have so courageously defended, even to the giving of their lives.

American government is a government of checks and balances. By age groups, our electorate is seriously getting out of balance, as shown by the statistics indicating that by 1980 more than half of the voters will be over 50 years of age. It is axiomatic that one's viewpoint, liberal or conservative, becomes more conservative with advancing age. Already these conservative oldsters are voting themselves old age pensions, in many cases from funds earmarked for vital school needs. Under the American system we can only compensate for these older, conservative voters by enfranchising a body of liberal, progressive voters, and the younger citizens are the ones who wish change, progress and improvement in the status quo.

We are already treating the 18-20 age groups as adults in many other fields. They are carrying responsibilities demanding maturity of judgment and execution. These young citizens comprise 25 % of the army, 37 % of the navy, 50 % of the marine forces and more than 63 % of the air force.

More than 3,000,000 of them are working. Many of them are assuming family responsibilities formerly performed by their parents. They are

paying taxes. They are making an admirable showing under the stress of an intensified educational system.

By virtue of an amendment to the State Constitution of Georgia, they are voting in that State and doing a creditable job of it. They are carrying these responsibilities with enthusiasm and thoroughness—enthusiasm to the extent that in the last election, 87 % of them in Georgia voted as compared to 53 % of the adults; thoroughness to the extent of paying the supreme sacrifice at Tarawa.

### Many Advantages

Thorough research and sound reasoning reveal the advantages of lowering the voting age to be three-fold. First, lowering the voting age to 18 would increase the political intelligence of the electorate. There are about 7,500,000 citizens in the 18 to 20 age group. About 6,500,000 of these could reasonably be expected to vote.

These new voters have been schooled in the techniques of propaganda, from an objective educational viewpoint. Many high schools have strong, efficiently working student governments in addition to courses in American history, government, senior problems and community civics. It is unfortunate that this rich source of political knowledge has not been tapped.

These politically-wise citizens would not tolerate sham campaigns. They would force candidates for public office to take definite stands on basic issues. Because they are young they are in no way biased or prejudiced by long-continued and long-enjoyed occupational or propertied interests.

When they cast their ballots they are likely to have but one interest—the betterment of America.

Lowering the legal voting age to 18 would create a more representative government. The Declaration of Independence states that "governments are instituted

among men, deriving their just powers from the consent of the governed". The 18-year-olds, fighting, working and paying taxes, are certainly being governed. It is common justice that they should be given the right of franchise.

The strength of a democracy lies in its people and the power invested in the people. Extending the franchise to the 7,500,000 Americans in the 18-20-year-old bracket would certainly strengthen the people-centered responsibilities of our democracy.

Admittedly, those incapable of making decisions, of discrimination, should not vote. The right to "consent" demands the ability to "consent" to be governed. Today, the 18-20-year-old group does have this ability to make decisions. Mentally his age group is mature, for psychologists agree the maximum mental age is reached before the age of 16.

On the basis of politically-maturing experiences, as we have seen, the present citizen of 18 has had far more development than a 21-year-old voter of 50 years ago. Educationally he is far and away better equipped than the voter of even 20 years ago.

If the 18-year-old vote were adopted, the pupils in classes of American History, government, civics and community problems could culminate their study by actually casting the ballot and they would thereby begin to establish the habit of voting at the time of high school graduation. Such an experience would go far to avoid the "cooling off" period which now exists between the time of study in high school relative to civic affairs and the time several years later when voting is permitted.

The process of educating the voter for IMMEDIATE voting would vitalize the teaching program of the 11th and 12th grades in the ways, the problems and the techniques of democracy in a manner that no other single teaching device or curriculum could do. From being theoretical, government would become practical; from being abstract, government would become real.

**I**N summary, then, we may say that lowering the legal voting age to 18 would create a more representative government, it would increase the intelligence of the electorate, it would improve our educational system and it would give the 18-, 19- and 20-year-old group of citizens the right to vote which they so justly deserve. Any one of these advantages fully justifies lowering the voting age.

**If You Want Better American Citizens, Then, As An American, Further the Cause of Lowering the Voting Age to 18.**

\* Don's article was sent to us by his superintendent, Ralph F. Burnight, in accordance with instructions from CTA State Committee on New Voter Preparation, and approved by Dr. Jesse A. Bond, chairman of the committee.



## SCIENCE TALENT SEARCH

**T**HE names of 40 science-talented high school seniors — finalists in the fourth annual Science Talent Search — were announced recently by Watson Davis, director of the Science Clubs of America. Finalists go to Washington in March, with all expenses paid, to attend the 5-day Science Talent Institute and compete for \$11,000 in Westinghouse Science Scholarships.

The finalists — 11 of them girls — arrive in Washington on March 2 for the Institute. They meet and talk with leading scientists, prominent government officials and educators. They also see many of the sights of Washington, participate in a radio broadcast, and hold their own "hobby show."

Interviews and examinations held during the Institute determine the award of two \$2,400 four-year Westinghouse Grand Science Scholarships, given to the all-round boy and girl with the highest scientific I.Q. in the opinion of the judges. Four-year Westinghouse Science Scholarships, valued at \$400 each, go to the eight runners-up. The remaining \$3,000 may be distributed in additional scholarships at the discretion of the judges.

Among the prerequisites for designation as a finalist was a science aptitude exam designed not to test the actual scientific knowledge of the student, but rather his scientific aptitude — his ability to think problems through to a logical solution.

Science Talent Search is conducted by Science Clubs of America, administered by Science Service and the scholarship awards are contributed by the Westinghouse Electric & Manufacturing Company as a contribution toward the advancement of science in America.

Finalists from Far Western and Southwestern States are:

California — Margaret Joan Hodgson, 17; Notre Dame High School, Belmont.  
Oregon — Robert Norman Diebel, 17; Eugene High School.  
Arizona — Halsey Lawrence Royden Jr., 16; Phoenix Union High School.

Science, of course, is the principal pre-occupation of most of the 40 youngsters.

Almost all have studied it for several years, many showing a scientific leaning even before entering high school.

Their interests range from geologic study of local terrain to evolving methods for the synthesis of two previously little known chemicals. Other projects included application of heat to hasten seed germination; elimination of parasitic pests from livestock; and development of an automatically-inflating life vest which would turn an unconscious victim face up in the water.

Fifteen thousand examinations were requested by high schools in every section of the nation this year. About 3,000 students completed all the requirements, including the science aptitude examination, an essay on My Scientific Project, and submission of a transcript of scholastic grades along with a teacher's statement of personal abilities and interests.

Honorable mention was awarded to 260 boys and girls combed from 15,000 young people who enlisted last fall in the competition for \$11,000 in Westinghouse Science Scholarships. They will be brought to the attention of scholarship-awarding colleges and universities, Mr. Davis said, adding:

"The honorable mention winners in the second annual Search, completed in 1943,

have accepted a total of \$62,500 in scholarships offered them by the colleges and universities they attend. This figure represents only those scholarships of which they took advantage, but doesn't reflect the scholarships which they couldn't accept.

"Thus the average scholarship is potentially worth \$240 to each of the 260 honorable mention students," Mr. Davis pointed out.

### CALIFORNIA

Auburn — Jerry Walter Rollins, 17; Placer Union High.

Brawley — Monty Durar Griffin, 17; Brawley Union High.

Coalinga — Clifford Allan Mills, 17; Coalinga Union High.

Coronado — Eleanor Christensen, 15; Coronado High. George Edward Masek, 17; Coronado High.

Los Angeles — Lawrence Keith Koehler, 16; Dorsey High.

Paso Robles — Phyllis Naomi Spargo, 17; Paso Robles Union.

Redondo Beach — Kenneth Carl Beall, 17; Redondo Union High.

San Diego — Wesley Allen Kissel, 17; Point Loma High.

San Francisco — Richard Cuneo Fox, 17; Saint Ignatius High.

San Jose — Walter George Heintz, 17; Belarmine Preparatory.

Santa Maria — William Barry Starksen, 16; Santa Maria Union High.

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## WHEN PEACE COMES

PROBLEMS NOW AND WHEN PEACE COMES\*

Willard S. Ford, Superintendent of Schools, Glendale, Los Angeles County

**T**HE teaching profession, including school administrators, have been so deeply concerned with the teaching of American government that they have failed to understand and to practice effective American citizenship.

The teaching of civics in our schools has been the truth, but not the whole truth. Government in the United States of America may be of, by, and for the people, but only indirectly so.

When we teach that government is by elected representatives, we fail to explain how these representatives are originally selected, the essential factors of political party organization,

\*Excerpts from an address before the annual conference of California School Superintendents, Los Angeles, 1944.

and procedure and the methods whereby public opinion influences and determines legislation.

### *The Attainment of a Constructive System of Education in Every Part of the World*

Size and numbers have dwarfed the influence of the individual. Individual opinion has been replaced by the influence of pressure groups. Every group of American citizens with common interests has the right to organize, to raise funds and to propagandize the general public in the support of measures designed to promote the organization interests. So our chambers of commerce, our labor unions, our farmers organizations, the NAM and the PAC, all are legitimate organizations under our American form of government for the promotion of political purposes.

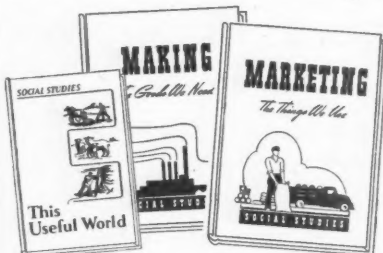
It is the fundamental assumption of American government that the promotion of political goals by pressure groups, which are detrimental to

general welfare, will be recognized, analyzed, and defeated by other alert citizenship groups.

The time is ripe for the gathering of a political harvest which will contribute in significant ways to the advancement of the educational activities in local districts, throughout California, in the United States, and in the countries of the world. In general, we all agree on the desirability of these political actions. Their attainment depends upon the effectiveness of the activities of our related organizations in the attainment of political action.

It is trite to say that the attitude of nations is the result of a philosophy of education applied for one or more generations. If we are sincere in the desire for a just and permanent peace, we must see to it that this philosophy is universal in the nations of the world. There is a strong movement in America, motivated by the belief that permanent peace may be maintained through universal military training and the maintenance of huge

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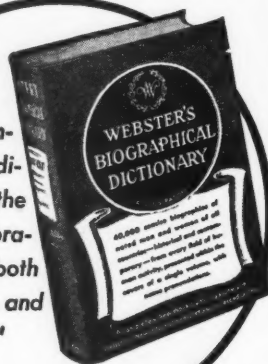
Paul R. Hanna, Professor of Education, Stanford University  
I. James Quillen, Assoc. Prof. of Education, Stanford University  
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armies and navies. History repeatedly demonstrates that military training prepares for war and not for peace. The public schools and the colleges and universities can provide the essential instruction in the many scientific fields applicable to warfare without sacrificing a year of life to the indoctrination by the Army or the Navy. The performance of the graduates of the public schools in the last three years is adequate proof of the strength of a nation with an educated people.

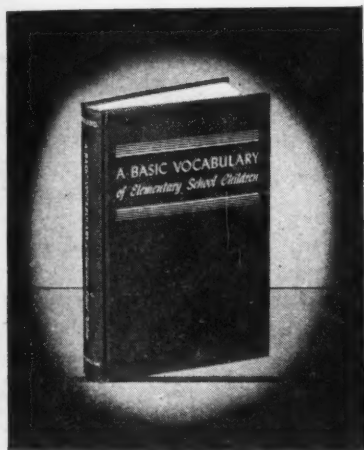
The importance of education in international relations has as last been recognized by the State Department. Legislation has been passed providing the intellectual cooperation between the United States and other American republics. The State Department announced the appointment of a delegation to collaborate with a conference of allied ministers of education. This meeting was held in London, and a plan was drawn up and submitted to the United Nations for the development of a permanent international educational organization.

A new and important activity of the Army has been the preparation of educational administrators for the rehabilitation of educational service in reoccupied countries. The work of the Educational Policies Commission has produced important results but needs extensive political support to realize its full international possibilities for a just and permanent peace.

*The Attainment of a System of Education in the United States Which Will Preserve the Democratic Rights of Every American Youth*

The United States is one nation. It will never attain the possibilities for abundant life for all with the curtailment and limitation of rights and privileges in any section. We believe that education is most effectively administered by State and local units of government. We also believe that these units of government must receive adequate financial support to meet these responsibilities. This is a national as well as a State and local

concern. Bills are now pending before the Congress of the United States which will, in a substantial way, make possible a more satisfactory educational opportunity for every American youth. The General Aid Bill, S.637, with its annual appropriation of 300 million dollars, is the most important of these measures. Vocational Education Bill, S. 1946, recognizes the effectiveness of federal support of vocational education under the War Production Training Program and provides \$97,500,000 a year of federal aid for vocational education. The College and University General Extension Act, S.1670, provides a sum up to \$20,000,000 for university and agricultural extension. The importance of health and school feeding is recognized in a bill which would appropriate \$50,000,000 a year for school lunches. The national government will have an immense stock of surplus materials at the close of the war whose value will be in excess of 50 billions of dollars. The House and Senate Conference Report on the Surplus



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*The Strengthening of the California State System of Education*

**T**HE commonwealth of California stands high among the States of the nation in its educational service to its youth. Proud as we are of this position, we are keenly aware of the necessity for its extension and improvement if we are adequately to prepare all of the youth of our State for successful living during the trying days of reconversion, reconstruction, and the application of new scientific discoveries to the peace-time pursuits of civil life. The extent and quality of every service is directly related to its financial support. While some progress may be made through increased efficiency, new and improved educational service will necessarily involve increased costs and increased

support. Probably the most striking educational lesson we can learn from the experiences of the Army and the Navy is that superior educational results may be obtained when adequate funds are provided for instructors, for equipment, and for supplies, and that specialized training must deal with the equipment and materials which are to be controlled and operated by the trainee, regardless of their value. . . .

The present district organization in California is, in the main, antiquated and inefficient. It denies a large area of the State professional administrative leadership and places the lay control upon thousands of people of limited interest and vision. It too often separates the levels of education and requires overlapping and uncoordinated administration. Two or three hundred unified school districts, with adequate assessed valuation, qualified educational leadership and efficient business administration would provide a transformation of the educational offerings in a major part of the territory of the State.

The State school system should not discriminate for or against any of its subdivisions either in the quality of education provided or in the financial burden which

the district is required to carry to provide the satisfactory educational opportunity. The extent to which funds are raised through State taxation constitutes an equal burden if its method of distribution is equitable. The principle of equalization of the cost of education between districts has been operative in certain States for a period of two decades and the number of States which have adopted this principle has been steadily increasing. California needs to correct its present inequalities through the establishment of an equalization plan.

The present method of distribution of State funds to local districts is exceedingly complex and, in many instances, inconsistent. It is possible to receive State aid for adult education for a given number of units of aid in 13 different amounts, depending upon the method of organization. This results not only in inequality but in undesirable if not indefensible methods of administration. The entire method of State financing of education needs to be critically reexamined and reorganized.

The major responsibilities for the administration of education in California rest upon the office of County Superintendent. The County Superintendent's organization has for some years been working toward the professionalization of that office.

The extensive and heavy responsibilities which rest upon the State Superintendent of Public Instruction and the State Department of Education have steadily increased since California became a State. The increased complexity of the school responsibilities reflect the need for increased service by State officials. Not only an extension of size and type of staff provided and the proper financial recognition for their service, but construction of a suitable physical plant to house the department is an important need which will greatly affect the future development of the State educational system.

The relationship of State, county and local school organizations and officials has grown increasingly complex as new duties and procedures have been added. A clarification of these relationships through a careful study of all types of records and reports is highly desirable. Non-educational bodies are also charged with responsibility in relation to the schools. Much of the service is overlapping and duplication. All these relationships may well be revised, and simplified in the interests of efficiency and effectiveness.

Fall enrollments clearly demonstrate that post-war education problems are already upon us. Junior college and high school enrollments have already turned the corner and are on the upward trend. Returning service-men are being released daily. Local communities are establishing centralized counseling and advisory agencies. A satisfactory financial arrangement with the federal government has not yet been accom-

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plished for the California public schools. Depending upon a clarification of this relationship is the opportunity for expansion of our curricula and instructional facilities.

The supply of qualified teachers is far below the requirements this year. The loss of enrollment in teacher-training institutions presents a very critical problem for the years immediately ahead in the recruiting and training of teaching staff. A "laissez faire" policy will result in a breakdown of the educational system in many areas of the State.

#### *Commission on Reconstruction and Reemployment*

Thanks to the foresight of Governor Earl Warren and the California Legislature, an agency has been established which may provide the solution to our State educational problems, if it has the wholehearted cooperation and support of school people. The Governor's Commission on Reconstruction and Reemployment has a lay committee on education and an appropriation of \$20,000 to determine the needs for educational reorganization and present recommendation to the next session of the Legislature. Never before in the history of any State have conditions combined to make possible so significant an advance. Under the counsel of Dr. George Drayton Strayer of New York City, 8 committees have been established in these major fields for study, evaluation, formulation and recommendation. Most of the members of these committees are in attendance at this conference. The aid of every administrator, every teacher and every friend of education in the State is necessary to accomplish these purposes. Considerations of every issue must be on the basis of the welfare of the entire educational system for the State. Recommendations must be made in terms of long-time planning and general educational value rather than in terms of personal interest or the interest of any type or segment of the educational system.

All individuals and organizations interested in the welfare of youth and the service of the public schools must be organized and united for political action. We are too prone to underestimate the political strength of educational interests. We now have the opportunity to implement this influence in the determination of policies which in significant degree may determine the future of the world.

\* \* \*

#### **The Painted Pony**

**D**R. John C. Almack, professor of education, Stanford University, is the

author of a most interesting book which portrays the activities of a boy who lived in the northwestern section of the United States.

The story is centered about the adventures of a pinto pony which became the property of a lad who yearly went out into the great out-of-doors to help herd sheep during the summertime.

Dr. Almack has portrayed the characters in an entertaining fashion. The illustrations are by Harold Sichel. Wallace Heberd of Santa Barbara is the publisher. Price, \$1.50.

\* \* \*

#### *Outstanding Schools*

National High School Poetry Association has headquarters at 3210 Selby Avenue, Los Angeles 34. Dennis Hartman, secretary, announces the following schools as outstanding in a recent anthology—

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#### **Social Studies Yearbook**

*Adapting Instruction in the Social Studies to Individual Differences*

Edward Krug and G. Lester Anderson, Editors

**T**HE contributors to this yearbook present ways in which social studies teachers can adapt instruction to individual differences by the use of practical classroom techniques, and through a wide variety of educational materials.

This stimulating volume, full of ideas and suggestions for classroom teachers and administrators, deals with a topic of vital concern to every classroom teacher and it fills a gap in an area where the literature is sparse.

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Fifteenth Yearbook, 160 pages; \$2, paperbound; \$2.30, clothbound. Order from National Council for Social Studies, 1201 Sixteenth Street NW, Washington 6, DC.

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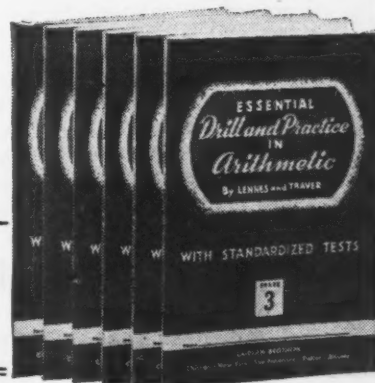
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Driver Education and Training, a brief statement of the need of driver education and suggestions for the establishment of courses in driver education and training on the secondary school level; prepared by E. G. Toland, Secondary Curriculum Coordinator, Los Angeles County Schools, is a valuable 34-page mimeographed bulletin issued by Office of Los Angeles County Superintendent of Schools, 808 North Spring Street, Los Angeles.

\* \* \*

### Annual High School Contest

League of Nations Association

Supporting a universal League of Nations functioning effectively "to promote international cooperation and to achieve international peace and security"

Northern California Branch  
68 Post Street, San Francisco

Editor:

I was pleased to read in your February issue the letter from Mrs. Harrison Thomas, education secretary of League of Nations Association, concerning the 19th National High School Contest conducted by the Association to be held April 13, 1945.

In addition to the national prizes mentioned by Mrs. Thomas (\$400, \$100, and \$50), the Northern California Branch is offering awards of \$10, \$7.50, and \$5 for the best papers submitted from this area, and the Southern California Branch is offering prizes of \$10 and \$5 in that division.

Further information regarding this Con-

test, which deals with the problem of Organizing the World for Peace, can be secured from our Northern California Branch office at 68 Post Street, San Francisco, or from Mary Workman, 2424 Gramercy Park, Los Angeles.

Sincerely yours,

Amy Edwards  
Secretary

\* \* \*

### Naturalists Diary

SEVERAL years ago William Gould Vinal, nationally-known in nature-study as a nature-guide, created a loose-leaf pocket diary for outdoor folk, published by Slingerland-Comstock Company, Ithaca, New York.

Dr. E. Laurence Palmer, professor of rural education, Cornell University, Ithaca, New York, has the remainder of the edition, original price \$1, now 50c postpaid. Many California teachers interested in nature study will wish to avail themselves of this attractive bargain. The diary is good for any year.

\* \* \*

J. Edwin Leslie, for many years salesman for The Macmillan Company, is now business manager of its Pacific Coast Branch office, 350 Mission Street, San Francisco 5.

Samuel C. Curtright, formerly with another publishing company and recently released from the Army, has been appointed

to the sales position which Mr. Leslie left. John H. Beers is Pacific Coast manager for Macmillan.

\* \* \*

### YOURS . . . for the asking

*A list of Free and Inexpensive Classroom Helps*

IT'S THE coupons you use that work for you. Advertisers in this issue will send you material especially prepared for teachers by authorities in their respective lines. Some of these teaching aids are listed below, but every advertisement in this issue has a message for you as a teacher or for you as an individual.

29. **Ice Cream**—This pamphlet shows the composition, manufacture and food value of ice cream. It will be a valuable addition to your nutrition reference material whether nutrition is your major subject or whether you correlate nutrition teaching with other subjects. (National Dairy Council)

30. **Man's Heritage of the Skies** is one of the Little Science Series. It explains in non-technical language the ways of weather and climate and how they affect our daily lives. If you wish them, enough copies of this booklet will be sent you so that each student may have one. (Westinghouse)

31. **Railway Literature** was prepared to answer many inquiries which are received by the American railroads concerning railway literature. This list will be useful in preparation of transportation units. Since the items have been graded, the booklet will be helpful to teachers of every grade level. (Association of American Railroads)

32. **Grooming for the Job** charts for men and for women. Also available are student leaflets and Good Grooming Guides. Especially planned for groups involving the vocational angle, but excellent for all high school and college students. Please indicate the number of boys and girls in your classes so that each student may be supplied with the leaflet and guide. (Bristol-Myers)

## OUR GLOBAL WORLD

By GRACE CROYLE HANKINS

High School, Camden, New Jersey

OUR GLOBAL WORLD is a brief treatment of geography from a world-wide point of view. The book deals with the broad phases of world geography that should be familiar to students in all social studies programs. Especially adapted for a few weeks' study in courses in history, economics, or other social studies where time is not available for a full term of geography.

Chapter I brings the student at once into a field of present-day interest—a brief survey of the development and use of the airplane. Chapter II on "Maps and How to Read Them" presents fundamental facts needed for map interpretation, not only in geography, but also in history, economics, current events, and in the reading of newspapers and magazines.

Other chapters deal with the topography, natural regions, climate and weather, natural resources, population and economic development of our global world. The book is profusely illustrated with large pictures directly related to the printed text.

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## On Beetle Rock

### A Letter From Sally Carrighar

Sally Carrighar—Grand Teton National Park  
Moose, Wyoming

Editor:

I hope my delay in answering your letter of December 5\* has not persuaded you that I was ungrateful for it and for the two copies of *Sierra Educational News*, with the very pleasant mention of my new book, *One Day on Beetle Rock*. Last month the writing on my next book was at a stage that I couldn't interrupt except for the most perfunctory notes.

I wanted to send you more—to explain in a little detail why I was delighted at your recommendation of *Beetle Rock* to your particular readers.

No one is more surprised than I, to find that I have written a book which is classed as fiction and a best seller. I started out to produce a "narrative-guide" to the Sierra wildlife, almost a handbook. The idea originated when I was doing some nature articles for *Sunset*. In trying to check some

of my observations in the field, I found that California has no ready source of information about the animals of its famous mountains. Gradually I developed an ambition to supply one.

"Make it a book the children will read," said Professor Woodbridge Metcalf when I talked to him about it. He told me that he had asked one of his classes at Berkeley how many ever had been in a forest. Only two of 20 had. The wilderness was so rich a part of my own childhood that I couldn't imagine how a youngster could be happy without knowing it.

I wondered if I could write about the wild creatures in such a way that they would come to life for a child-reader, and exactly as they are, with no details falsified. To do that, I knew I would have to present the wildlife information in narrative form, as stories.

### For Children and Others

*One Day on Beetle Rock* is the outcome, not a book for children only but one, I hope, that they can enjoy. Through the teachers who read your recommendation of it, I trust that more of the children will hear of it. Incidentally, it might reassure you to know that every chapter was checked by at least three biologists—some stories by as many as six.

You might, too, be interested in the fact that I found it stimulating, rather than otherwise, to feel that I was writing for children as well as adults. My own experience was like that of Anatole France. After he had published his volume of beautiful children's stories, someone asked him what were the tricks of writing for immature minds. He said that there were no tricks: "You just have to write a little better than you write for adults." I believe that.

### The Marsh People

At present I am doing a similar book to *Beetle Rock*, one about the animals of an aquatic community. I am writing it in Wyoming because I was told that the most beautiful marshes in America lie at the foot of the Teton mountains. Now that I have seen them, I suspect that is true.

In order to know these animals as intimately as I did those in *Sequoia*, I am living among them, but I often grow homesick for the West Coast, and hope to come back to California for future work.

This is a long letter. I hope it has not bored you. I wanted you to know the reasons why I was especially pleased by your praise of *Beetle Rock*.

Sincerely yours,  
Sally Carrighar

\* The Editor sent to her copies of Page 39, December, 1944, carrying a review of her remarkable book.



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# RENEWAL OF CREDENTIALS

## AUTHORIZING PUBLIC SCHOOL SERVICE

Joel A. Burkman, Sacramento, Assistant Director, California State Department of Education

**E**DUCATION Code of California in section 12010 enacted by Chapter 819, Statutes 1943, provides in effect that any regular credential valid on the date the Act became effective, August 4, 1943, and containing an expiration date falling between that

date and June 30, 1945, is continued in force until June 30, 1945.

Credentials continued in force to June 30, 1945, as well as all other regular credentials which expire during the calendar year 1945, are now renewable.

All holders of such credentials are urged to make application for renewal as soon as possible, in order that the staff of the State Division of Credentials may have an opportunity to process each application in an orderly manner.

The work of the Division remains very heavy. Cooperation by teachers, supervisors, and administrators in applying for renewal of their credentials at an early date will help to lighten, expedite, and improve the work of the Division.

Each applicant for the renewal of a regular credential should submit the following to Joel A. Burkman, Secretary, Commission of Credentials, State Department of Education, Sacramento 14, California:

1. A letter requesting renewal (No form is provided for this purpose).
2. The renewal fee of \$3 in the form of a money order or certified check (Please do not submit currency nor personal check).
3. Official verification of completion in California of the requirement of a course or of an examination on the Constitution of the United States, unless the present credential bears a stamped notation showing that this requirement has been met.
4. A letter from the employing power, or from another responsible person having im-

mediate knowledge of the facts, verifying that the applicant has completed a minimum of 5 months of full-time educational work during the 5-year period immediately preceding the expiration date of the credential now held, or an official transcript of record, showing that the applicant has completed at least 6 semester hours of undergraduate or graduate work in an accredited educational institution during the 5-year period immediately preceding the date of expiration of the credential.

During the continuance of the present National Emergency declared by the President of the United States, a valid regular credential may be renewed, on or after May 1 of any year, for a period ending June 30 of the succeeding year, without meeting the requirement for recency of experience or training.

Questions regarding the procedure to be followed in applying for the renewal of a credential should whenever possible be directed to county superintendents of schools or to the personnel offices of local school districts.

Any California school credential held by a member of the armed forces or by a full time paid employee of the American Red Cross is continued in force until six months after the holder honorably leaves such service or has been placed on inactive duty. This legal requirement has been interpreted to mean that the State Department of Education is prohibited from renewing the credentials of such persons prior to their dismissal from such service or their placement on inactive duty. Each credential holder dismissed from military service or placed on inactive duty should as soon thereafter as possible, apply for renewal of his credential by following the procedure listed above and by filing a notarized statement giving date of entry into and of dismissal from service or of placement on inactive duty.

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NAGGE. "Represents a welcome addition to the teaching materials in child psychology . . ." School of Education Bulletin (Univ. of Michigan). \$3.25

### The Philosophy of American Education

WAHLQUIST. Professor Champlin of Pennsylvania State College says of this distinguished study: "A very realistic presentation, which will prevent excessive emphasis on the merely theoretical aspect of the subject." \$3.25

### Mental Hygiene in Education

TIEGS, KATZ. "... should prove of value in bringing a more accurate understanding of . . . mental disorder to those in educational work who are charged with special obligations to recognize potential forms in the first stages," says the Journal of Nervous and Mental Diseases. \$2.75

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CRUZE. "Dr. Cruze has succeeded admirably in presenting a great deal of scientific information in a style that is cautious, clear, and direct," wrote Prof. J. M. Stephens of Johns Hopkins University. \$3.25

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## School Expenditures

**A**N Inventory of Public School Expenditures in the United States, a report of the cooperative study recently made by American Council on Education, by Norton and Lawler, appears in two large mimeographed paper-bound volumes, 409 pages; price \$3.

The completion of this study involved the cooperation of all State Departments of Education, United States Office of Education, National Council of Chief State School Officers, National Education Association, and American Council of Education.

This comprehensive analysis of the level of school expenditures in all states and local school districts of the United States is of timely interest to all school administrators and those concerned with public school finance.

\* \* \*

## Row, Peterson Books

**R**OW, Peterson and Company, publishers, 1911 Ridge Avenue, Evanston, Illinois, have issued 4 new titles in their fine Basic Science Education Series, — What Things Are Made Of, Animals Of The Seashore, Saving Our Wild Life, Plant Factories. These well-prepared and sumptuously illustrated booklets deserve high praise.

In their Building Better English Series are now issued, — 7th grade, In Every Way, and 8th grade, At All Times. Prepared by Green and Ashley, fully illustrated and with many helpful learning-devices, these texts for the upper grammar grades and junior high school are coming into wide use.

\* \* \*

## Courses at Davis

**I**NSTRUCTION is resumed on the Davis campus, University of California, beginning March 5. The courses offered, all on the 2-year curricula level, are designed primarily for ex-servicemen, although open to any interested adult, and give 16 weeks of practical instruction in agriculture. Anyone interested may obtain an 8-panel illustrated folder by addressing the Dean, College of Agriculture, at Davis.

The 1945-46 prospectus, describing in more detail the courses and curricula offered in all departments of the College of Agriculture on

the Berkeley, Los Angeles, Riverside and Davis campuses, will be sent free on request to any one of the following offices of the Dean, College of Agriculture, University of California, Berkeley 4, Davis, Los Angeles 24.

\* \* \*

## Senior Mathematics

**H**ARL R. DOUGLASS, director, College of Education, University of Colorado, and Lucien B. Kinney, have collaborated in writing a noteworthy

series, Mathematics For Today, Books 1 and 2, Everyday Mathematics, Senior Mathematics. Published by Henry Holt and Company, 257 Fourth Avenue, New York City, these texts have many features of merit.

The most recent, Senior Mathematics, comprises 450 pages, price \$1.52. Planned as a terminal course in general mathematics for high school seniors who have not had algebra or geometry, this text also has many supplementary uses. It gives many procedures and applications not ordinarily found in high school text books.

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\* Formerly published by Little, Brown and Company

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### In Memoriam

California School People Recently Deceased

Virgil Ray Belieu passed away recently at his home in Glendale. Graduate of Stanford University Law School, he was admitted to California State Bar in 1911, and also took post-graduate work at University of Southern California. He taught in Gilroy, Visalia, Compton and Ripon high schools, and served as principal of Danville and Gustine high schools. He was a devoted teacher, an efficient administrator and a loyal friend to all who knew him. At the time of his death Mr. Belieu was managing a private business.

\* \* \*

Victor A. Rohrer, recently principal Caruthers High School, Fresno County, who retired last spring after 34 years of service in the public schools, was killed accidentally at his home.

Born — Ohio; educated in Ohio Northern University and Ohio Wesleyan, with MA degree from University of California; toured Europe, 1911; later moved with his parents to Fresno where he was vice-principal Lincoln Elementary School, then taught mathematics, Fresno High School. In 1916 was appointed vocational counselor, serving until 1923 when he became principal of Fowler Union High School; 6 years later he became principal of Lodi High School where he served for 3 years. After a year of graduate work at University of California he became principal of Parlier High School for 9 years and then ended his professional career with two years principalship at Caruthers.

Louis P. Linn of the Fresno County Schools office, has written a beautiful lengthy tribute to Mr. Rohrer in the county school bulletin of February 1945.

\* \* \*

Dr. E. Guy Talbot, one of the nation's most distinguished workers for international understanding, died suddenly, age 62, in San Francisco, in February. Known throughout California and nationally because of his work in the field of international relations, Dr. Talbot had spoken in many hundreds of California's schools, colleges, and universities. He was highly respected by the school people of California and had many friends among them.

Dr. Talbot was Pacific Coast director of the World Alliance for International Friendship Through the Churches; League of Nations Association, Citizens for Victory Committee, Committee for Study of the Organization of Peace and the International Center.

During the last quarter-century he dedicated his life to the study and promotion of international relations and international philanthropy in its broadest sense. He traveled, during that time, more than 1,000,000 miles in the name of peace.

He was a constant speaker and a prolific writer, pleading for world understanding.



## CTA Honor Schools

School Staffs Enrolled 100% in California Teachers Association for 1945

### Southern Section

**Imperial County:** Acacia, Alamitos, Bard; Brawley — Witter; Elm, Eucalyptus, Fort Yuma, Lantana, McCabe union, Mesquite Lake, Mt. Signal, Mulberry, North End, Palmetto, Rose, Seeley union, Silsbee union, Trifolium, Verde, Westside, Winterhaven.

**Inyo County:** Darwin, Keeler.

**Los Angeles County:** Artesia, Bassett, Castaic; Clearwater — Grove and Roosevelt; Compton city elementary — all schools; Covina — Merwin; Esperanza, Excelsior union high, Hermosa Beach, Hudson elementary schools; Inglewood — Oak Street, La Verne Heights, Lynwood junior high; Manhattan Beach — Grandview; Mountain View — Baker; Palos Verdes Estates, Pomona junior college, Puente union high, Redondo Beach elementary schools; Roosevelt; San Gabriel — Lincoln, Washington and Wilson; San Marino — Stoneman; Sierra Madre, Soledad; South Pasadena — El Centro and Las Flores; Spadra; Whittier elementary — all schools.

**Alhambra —** Keppel high, Central, Emery Park, Fremont, Garfield, Granada, Marengo.

Marguerita, Park, Ramona, Ynez, Administration and Special.

**Burbank —** Burroughs junior high, Muir junior high, Central, Emerson, Lincoln, Miller, McKinley, Roosevelt, Washington.

**Glendale —** Balboa, Cerritos, Columbus, Edison, Eugene Field, Franklin, Fremont, Glenoaks, Jefferson, La Crescenta, Lincoln, Magnolia, Horace Mann, Marshall, Montrose, Muir, Verdugo Woodlands, R. D. White.

**Long Beach —** Avalon junior-senior high, Lakewood junior high, Columbia junior high, Hamilton junior high, Washington junior high, Special music division, Health division, Jane Addams, Avalon, Bryant, Clara Barton, Edison, Thomas Starr King, Lafayette, Robert E. Lee, Lincoln, Longfellow, Los Cerritos, Lowell, Horace Mann, McKinley, Naples, Signal Hill, Stevenson, Whittier, Willard.

**Montebello —** High, Bandini, Bell Gardens, Fremont, Laguna, Live Oak, Montebello Park, Vail, Washington, Winter Gardens.

**Pasadena —** Altadena, Arroyo Seco, Burbank, Cleveland, Edison, Fremont, Garfield, Hale, Hamilton, Jackson, Jefferson, Lincoln, Linda Vista, Longfellow, Madison, McKinley, Roosevelt, San Rafael, Washington, Webster, Willard, Washington junior high, Pasadena junior college, Administration

department, Health department, Physical education department.

**Santa Monica —** Garfield, McKinley, Muir, Roosevelt, Washington, Lincoln junior high.

**Orange County:** Capistrano union high, Cypress, Fullerton elementary, La Habra — Wilson, Newport Beach, Olive, Placentia — all schools, Savanna.

**Riverside County:** Alamos, Alberhill, Antelope; Corona — Junior high, Lincoln and Norco; Cottonwood, Edom, Elsinore union high, Hyatt, Idyllwild, Lakeview, March Field, Menifee, Moreno, Murrieta, Nuevo; Riverside City — Administration, Chemawa junior high, Magnolia Avenue; Temecula union, Union joint, West Riverside, Wildomar, Winchester.

**San Bernardino County:** Amboy, Baker, Camp Baldy, Central, Chino vocational high, Colton union high, Daggett, Del Rosa, Etiwanda, Fairview, Greenleaf, Guasti, Helendale, Hesperia, Hinkley, Kelso, Los Flores, Ludlow, Mountain View, Oro Grande, San Bernardino City — Monterey, Terrace union, Wrightwood, Yermo, Yucaipa.

**San Diego County:** Barrett, Coronado elementary, Jamul, Julian union high, Soledad, San Onofre, Vista elementary.

**Santa Barbara County:** Elwood union, Los Alamos, Santa Ynez union high, Solvang, Vista de Mar union.



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#### Northern Section

Butte County: Biggs Union high.

Glenn County—Butte City, Calumet, Cherokee, Chrome, Codora, Elk Creek union, Fairview, Fruto, German, Glenn, Grapevine, Hamilton union, Lake, Liberty, McIntosh, Ord, Orland joint union, Plaza, Union, Willows union, Supervision. High schools—Glenn County, Hamilton union.

Yolo County—Winters elementary. Clarksburg union high.

#### Central Section

Merced County—Arena, Buhach, Canal, Charleston, Cressey, Delhi, Dos Palos Town joint, Dos Palos, El Capitan, Elim union, Eschscholtzia, Farmdale, Franklin, Fruitland, Gustine union elementary, Johnson joint, Livingston, Los Banos, Merced Falls, Merquin union, Plainsburg, Riverside, Romero, Savana, Vincent, Volta, Washington, Bless, Hamburg Migratory. High schools—Gustine union, Le Grand union.—W. A. Knapp, Merced County Schools.

## RETURNING JAPANESE

SO THE JAPANESE ARE COMING BACK

W. Wesley La Rue, Superintendent, Calipatria School District, Imperial County

**G**OVERNMENTAL restrictions have been lifted and Japanese who are American citizens have been given permission to return to California. It is assumed that all such citizens are loyal Americans.

Assuredly this is no time for either extreme radicalism or maudlin sentimentalism. However out of the welter of conflicting opinions there has emerged three quite clearly defined trends of thought.

First: The extremely radical trend of opinion which insists the only good Jap is a dead one.

Second: The opposite extreme which holds the viewpoint that we have greatly wronged our Japanese citizens by internment in military relocation centers.

Third: A trend of opinion which inclines toward conservatism on the whole but endeavors not to overlook the possibility that a certain per cent of our Japanese people have suffered actual injustice, and seeks for

the best corrective measures for both the injured and the interests of democratic principles.

Naturally, the extremely radical attitude comes from actual war contacts and war sentiment. In this group will be found returned and disabled veterans of the Pacific zone of combat who have first-hand knowledge of Japanese psychology and war tactics. Not a few of these contacts have been with American-educated Japanese soldiers whose every act all but disproves the theory that saturation with American democratic ideals is all that is required to insure a loyal American subject.

Then there are the immediate families of men now held in atrocious confinement as prisoners of war, or who have already succumbed to torture or died in combat against a definitely merciless foe.

Also infiltrated into this radical group is a small percentage of purely mercenary characters who feel that a personal loss in competitive business would be involved.

The extremely liberal sentiment is indirectly the reflection of a pacifistic interpretation of democracy as distinguished from a militant viewpoint. Supporting this trend is the conscientious objector element who sincerely object to bloodshed; the zealots who are alleged to have adopted public resolutions to welcome any Japanese invasion force with the glad hand of Christianity; also another small percent of mercenaries who are concerned only with personal gain; those who feel that the better treatment we accord the Japanese here will create a more tolerant feeling toward American war prisoners; and those who have never seen combat duty in the Pacific or whose immediate family still remains untouched with the cold reality of the Japanese religion and philosophy.

Inasmuch as the entire problem is shot through with high tension emotionalism

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and pregnant with stark realism, it is difficult indeed to assume a "middle of the road" attitude. However, somewhere between the two extremes assuredly lies the most equitable solution.

Every great constitutional measure controversy has been solved through compromise. That the conflict is far from ended in the Pacific, does not enhance the possibility of a peaceful solution of this problem.

As an acid test of loyalty and devotion it is safe to say those Japanese who refuse to return to California for the duration are to be commended. Herein they recognize a fundamental fact; namely, that their return now, will, of a certainty, create friction, ill-will, delay in our war effort, strife and possible bloodshed. True, it will mean loss of property, loss of home perhaps, but this too is the price every American family is also paying in tears and blood.

Since every returning Japanese of accountable age is returning under a shadow of the "Rising Sun" and will of necessity be under suspicion of military authority, time alone will prove the exact extent of such loyalty. In the event of a Japanese invasion force landing (a suggestion at which some scoff) just who or what per cent of this population would not immediately step across that invisible line separating democracy from Shintoism is an unknown variable.

For those who return to our public schools, there can be no question that they be accorded equal academic rights and privileges with all other American school children. Socially, the practice of a few extremists of international amity, which previous to Pearl Harbor, consisted of pointing out Japanese students as paragons of virtue and scholastic achievement for the edification of American boys and girls, will need some revision.

Certainly we should treat small helpless children with a high degree of trust and kindness. On the other hand we would do well to bear in mind and jealously guard those principles of our democracy for which we are pouring our all into the present cauldron; not only guard them for a few but also for the present and past generations of American youth who have paid the last full measure of devotion.

\* \* \*

### Modern French

D. R. Mathurin Dondo, University of California, Berkeley, is author of Modern French Course, Books 1 and 2, in the Fraser and Squair Grammar Series, published by D. C. Heath and

Company, 285 Columbus Avenue, Boston 16.

Book 1 has units 1-8, lessons 1-40; book 2 had units 9-15, lessons 41-75. The division into two books complies with the requests of many teachers and gives flexibility to the program. The books retain without change all lesson-units and features of the original, as found in the revised edition.

\* \* \*

### Wartime Commencement

**T**HIRD Wartime Commencement Manual, 68 pages illustrated, is issued

by National Education Association, 1201 Sixteenth Street, NW, Washington 6, DC.

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apt to be rather boring and monotonous sometimes. But chewing seems to boost mental awakesness as well as morale.

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### Paper Shortage

**T**HE agent from whom we buy the paper for Sierra Educational News notifies us that paper allotments have been drastically curtailed.

To meet this reduction, we must print fewer copies of each issue and are obliged, therefore, to begin sending the magazine, in each instance, with the month in which the membership or subscription is received, and without back copies.

### Change of Address

**I**F your name and address, as printed on the wrapper of your copy of Sierra Educational News, is **not** correct, notify at once California Teachers Association, 660 Market Street, San Francisco 4.

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Mary Virginia Morris, President, CTA Southern Section Department of Classroom Teachers; Chairman, CTA State Committee on Intercultural Relations; Vice-President, NEA Department of Classroom Teachers. See also February issue of this magazine,

Pages 28 and 32.

### World Horizons

**D**ELTA Kappa Gamma, national honor society for women in education, has published a bibliography called World Horizons. Subject headings are: African Jungle Trails, Our British Cousins, European Highways, Neighbors to the South, Asiatic Byways, Far-flung Outposts (the last five subdivided by country), and Our Native Land (subdivided into Refugee Children, Other Newcomers to this Country, and Our Own Minority Groups).

The titles have been thoughtfully selected and carefully annotated with author, title, publisher, date, price, and grade level given for each entry.

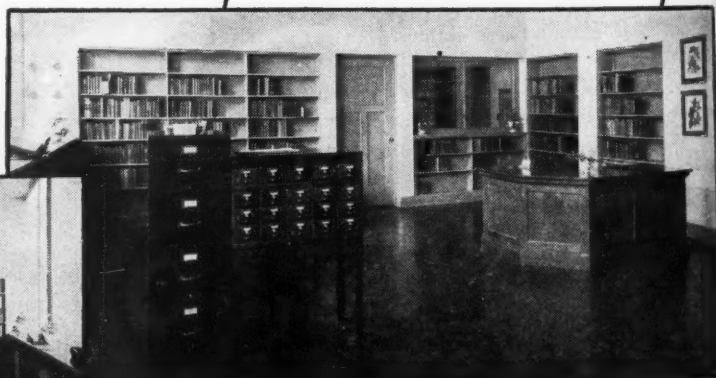
Books for elementary grades were chosen by Vera Walls, assistant librarian for Los Angeles City Schools, and those for the high school level by Abbie Doughty, librarian of Garfield High School in Los Angeles.

Single copies of the 52-page booklet are 25 cents; ten or more copies at 20 cents each, from Mrs. Helen M. Stone, 256 East Del Mar Street, Pasadena 5.

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## COMING

**March 7-14** — California Conservation Week; 11th annual observance by all California schools and communities.

**March 10** — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**March 20** — Los Angeles County School Trustees Association; regular meeting. Rosslyn Hotel, Los Angeles.

**March 24** — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

**March 26-28** — San Francisco teachers institute; elementary, junior and senior high schools. High School of Commerce.

**April 1** — Easter Sunday.

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**April 13, 14** — CTA Annual Meeting; meetings of State Committees; meetings of present and new Board of Directors.

**April 14** — Pan-American Day.

**April 17-21** — American Association for Health, Physical Education and Recreation; annual meeting. Hotel Jefferson, St. Louis.

**April 21** — John Muir's birthday.

**April 23** — Edwin Markham's birthday.

**April 23-28** — California Public Schools Week; 26th annual observance. Charles Albert Adams, State Chairman.

**May 5** — Los Angeles County School Trustees Association; annual meeting. Rosslyn Hotel, Los Angeles.

**May 9** — Mothers Day.

**May 12** — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**May 30** — Memorial Day.

**June 14** — Flag Day.

**July 2-7** — National Educational Association; annual meeting of Representative Assembly 4, 5, 6; conference of presidents of affiliated local associations, 2; NEA departments and directors, 3; postconvention conference, 7; new board of directors, 7.

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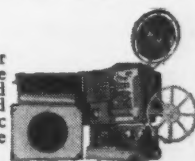
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# EDUCATIONAL LEGISLATION

A DIGEST OF BILLS OF THE 1945 CALIFORNIA LEGISLATURE

ROY W. CLOUD  
State Executive Secretary

## Committees on Education

### Senate Committee on Education

Chairman: Herbert W. Slater, Box 96, Santa Rosa.

Vice-Chairman: Byrl Salsman, 2030 Webster Street, Palo Alto.

Chris N. Jespersen, Atascadero.

Charles H. Deuel, 273 East Sacramento Avenue, Chico.

George M. Biggar, Covelo.

Clarence C. Ward, 220 La Arcada Building, Santa Barbara.

Nelson S. Dilworth, Route 1, Box 18, Hemet.

Hugh P. Donnelly, 953 Sierra Drive, Turlock.

Jack B. Tenney, State Building, Los Angeles.

### Assembly Committee on Education

Chairman: Gardiner Johnson, 765 San Luis Road, Berkeley.

Vice-Chairman: Lloyd W. Lowrey, Rumsey.

Julian Beck, 423 Hagar Street, San Fernando.

Elwyn S. Bennett, 918 South Fraser Avenue, Los Angeles.

Bernard L. Brady, 886 Thirty-ninth Avenue, San Francisco.

Ralph M. Brown, P. O. Box 1292, Modesto.

Everett G. Burkhalter, 11005 Morrison Street, North Hollywood.

Michael J. Burns, 1644 Summer Street, Eureka.

George D. Collins, 1456 Union Street, San Francisco.

M. Phillip Davis, 401 St. Cloud Road, Bel-Air, Los Angeles 24.

Ernest E. Debs, 1633 Lyman Place, Los Angeles.

Thomas J. Doyle, 4333 Griffin Avenue, Los Angeles.

Francis Dunn, Jr., 1634 Sixty-ninth Avenue, Oakland 3.

Edward M. Gaffney, 295 Sanchez Street, San Francisco.

Ernest R. Geddes, 1455 Alameda Street, Pomona.

Vernon Kilpatrick, 1246 South Hope Street, Los Angeles.

Lester A. McMillan, 2726 Forrester Drive, Los Angeles.

Mrs. Kathryn T. Niehouse, 4889 Bancroft Street, San Diego.

R. Fred Price, 303 West Emporia Avenue, Ontario.

Alfred W. Robertson, 1332 Santa Barbara Street, Santa Barbara.

John F. Thompson, Route 3, Box 408, San Jose.

**H**EREWITH is presented a digest of bills and amendments directly affecting Public Education and introduced prior to the recess in the 56th Session of the California State Legislature. We have given briefly a comprehensive statement of the purport of each bill.

The bills introduced in the Senate are marked S. B. Bills which originated in the Assembly are initialed A. B.

Most of these proposals are assigned for hearing to the Education Committees of the Senate and the Assembly. A few have been assigned to other committees.

Each member of the Legislature may introduce two additional bills after the Legislature reconvenes.

Except as noted, all bills in this Digest have been referred to the Education Committee; otherwise the Committee is noted at the end of the item.

Also listed are the names and addresses of the members of the Senate and Assembly Education Committees.

## Senate Bills

**S. B. 19 Desmond.** This would appropriate \$500,000 for the establishment of a food-canning and food-processing school at the University of California at Davis.

**S. B. 49 Fletcher.** (Committee on Judiciary.) Joins parent with minor who commits a malicious act of misconduct which results in the damage to person or property of another.

**S. B. 61 Judah and Slater.** This bill would permit governing boards to determine whether to meet monthly or quarterly. It proposes that meetings be held in the school-house. It would require posting a notice of all meetings. Provides that all meetings shall be open to the public and would require 7 days instead of 24-hour written notice of special meetings.

**S. B. 65 Fletcher.** (Committee on Revenue and Taxation.) Would repeal the State personal income tax.

**S. B. 66 Fletcher.** (Committee on Revenue and Taxation.) Property exemption for certain non-profit organizations.

**S. B. 73 Donnelly, et al.** Would require a license fee of \$150 for private schools conducted in a foreign language.

**S. B. 92 Keating.** Makes Teachers Institute compulsory for one day each school year. Provides that the superintendent may hold institutes from 1 to 5 days instead of 3 to 5 days as at present.

**S. B. 131 Crittenden.** Redefines the term "needy child" in the State Welfare Code, that children under 18 not receiving adequate support from parents (for various reasons) may receive State and county aid up to \$22.50 per month, of which the State would pay \$15. To Com. on W. & I.

**S. B. 177 Gordon.** Validates the consolidation of any union elementary school district which took place between July 1 and August 1, 1944. This bill was passed by both Houses and is now law.

**S. B. 211 Hatfield.** Raises to \$10,000 the salary of the State Superintendent of Public Instruction. To Com. on Gov. Eff.

**S. B. 214 Hatfield.** Fixes salary of State Superintendent of Public Instruction and other constitutional officers. To Com. on Govt. Eff.

**S. B. 235 Tenney.** (Committee on Business and Professions.) Regulates the activities of an architect employed by a school district.

**S. B. 249 Hatfield.** Would permit any school district to provide medical care and hospitalization for pupils injured on school property. It would permit districts of less than 10,000 a.d.a. to provide such care through non-profit medical corporations or through insurance.

**S. B. 261 Salsman.** Adds sections to the Education Code to permit establishment and maintenance of day and night classes and schools for adults "for the purpose of



providing instruction in civic, vocational, literary, health, home-making, technical and general education." The bill provides for State apportionment of \$90 per student in a.d.a. with 3 hours of instruction constituting a day.

**S. B. 271 Quinn et al.** Increases aid to dependents of veterans as follows: For students above the high school level, from \$25 to \$40 per month; for high school students, from \$15 to \$20 a month. The bill would appropriate \$500,000 to provide funds for the payments during the biennium. Same as A. B. 231. To Com. on Mil. & Vet. Af.

**S. B. 276 Judah and Jespersen.** Permits State Employees Retirement System to contract with public agencies to subject their employees to the Retirement Fund. To Com. on Govt. Eff.

**S. B. 278 Dillinger and Delap.** Relates to reduction of personal income taxes. To Com. on Rev. & Tax.

**S. B. 288 Deuel et al.** Establishes a California Vocational Institution, for the confinement and education of males, under the custody of the Director of Corrections and the Youth authority. To Com. on Institutions.

**S. B. 289 Deuel et al.** Appropriates an amount (unstipulated as yet) necessary for acquisition of a site for California Vocational Institution. To Com. on Institutions.

**S. B. 290 Deuel et al.** Would appropriate \$3,550,000 for construction of the California Vocational Institution. To Com. on Institutions.

**S. B. 300 Hatfield.** Increases from 30 to 60 days the period required for posting and advertising elections for school trustees.

**S. B. 317 Fletcher.** Would exempt from State income tax any money paid as Federal income tax. To Com. on Rev. & Tax.

**S. B. 329 Donnelly.** Would appropriate \$100,000 for the conduct of turkey disease research by University of California.

**S. B. 335 Salsman.** Authorizes cities, counties and districts of the State to accept Federal assistance in connection with public works. The bill merely clarifies a previous law about which some doubt existed. To Com. on Local Govt.

**S. B. 346 Dorsey et al.** Provides for the establishment of California Academies as correctional institutions for juveniles in unnamed sections of the State. For acquisition of sites and construction \$4,600,000 would be appropriated. To Com. on Govt. Eff.

**S. B. 347 Dorsey et al.** Sets up a Board of Governors of such academies, consisting of the State Superintendent of Public Instruction and the Adjutant General ex officio and 5 members to be appointed by the governor. The institutions, which would be 24-hour schools, would admit children between the ages of 8 and 16. Admittance

would be upon application by parents and school superintendents upon approval by the Academy board. To Com. on Govt. Eff.

**S. B. 348 Dorsey et al.** Makes appropriation for support of California academies. To Com. on Govt. Eff.

**S. B. 351 Dorsey.** Would make it possible for petitions for elections seeking annexation of elementary school districts to union or joint union elementary districts to be presented to and ruled upon by county superintendents in lieu of boards of supervisors.

**S. B. 356 Slater.** Clarifies provisions permitting acceptance of Federal funds for vocational rehabilitation.

**S. B. 357 Slater.** Increases from \$110,000 to \$230,000 the annual appropriation of the State for vocational rehabilitation financed in part by the Federal government.

**S. B. 365 Fletcher.** Establishes a maximum of \$200,000 for the revolving fund for warehouse stock as provided for in Section 5922 of the Education Code.

**S. B. 367 Fletcher.** Amends the Junior College law to provide that in the formation of a Junior College district, it may include one or more high school districts and one or more unified school districts.

**S. B. 368 Fletcher.** Would make it possible to dispense with annual teacher institutes.

**S. B. 369 Fletcher.** Removes the limit of \$1 per pupil which a district may expend for library purposes.

**S. B. 379 Desmond.** Amends Section 891 of the School Code to permit a dependent of a veteran who applies for aid before reaching the age of 21 to continue to receive it after reaching that age if his course has not been completed. To Com. on Mil. & Vet. Af.

**S. B. 383 Crittenden.** Amends Section 8826 of the Education Code governing tuition payment for junior college pupils, so that it may be paid for instruction in the eleventh and twelfth grades "in case of pupils residing in an elementary school district not situated in a high school district."

**S. B. 409 Parkman.** Would give governing boards of school districts authority to fix conditions and restrictions governing receipt and use of gifts and donations.

**S. B. 456 Jespersen.** Provides that if credentials or life diplomas have once been suspended, the State Department may revoke such credentials in lieu of again suspending them.

**S. B. 457 Jespersen.** Provides for the return of a fee paid for a credential if the applicant does not qualify.

**S. B. 458 Jespersen.** Would permit destruction of old records of school districts and of county superintendents with approval of State Superintendent.

**S. B. 479 Parkman.** Clarification bill.

**S. B. 480 Parkman.** Changes wording but not meaning in a code section.

**S. B. 481 Parkman.** Changes wording of code section.

**S. B. 485 Dilworth.** Would permit admittance to Junior Colleges of any person who has served for 90 days in the Armed Forces.

**S. B. 486 Dilworth.** Brings together all code sections governing credentials and certificates.

**S. B. 512 McBride et al.** Provides for regulation and supervision of boarding homes and private nursery schools. Transfers licensing of nursery schools to State Board of Education. To Com. on Social Welfare.

**S. B. 515 Tenney.** Merely adds the words "Change of Boundaries" to the title of Article 5, Chapter 4, Revision II of the School Code, having to do with library districts.

**S. B. 527 Tenney et al.** Transfers State institutions for the blind to State Department of Education. To Com. on Institutions.

**S. B. 549 Dillinger.** State Department of Education bill for clarification of certain sections of the Teachers Retirement Law.

**S. B. 551 Dilworth.** Is a clarifying measure, relating to the hiring of any day labor for repair of school property.

**S. B. 552 Dilworth.** A clarifying measure, relating to discontinuance of junior high schools with less than 25 a.d.a. in the 7th and 8th grades.

**S. B. 553 Dilworth.** A clarifying measure.

**S. B. 574 Carter.** Provides for the operation of a school, or the contracting with another district for the education of pupils whenever a school building or buildings of a district are destroyed or are unusable.

**S. B. 583 Burns.** Would place all officers and employees of State Colleges under State Civil Service.

**S. B. 607 Burns.** A skeleton appropriation bill for purchase of real property for Fresno State College.

**S. B. 610 Dillinger.** Provides for purchase of historic articles in El Dorado County.

**S. B. 619 Rich.** Provides that no public official including school district employees, shall be liable for personal injury or property damages suffered on public property unless claims are properly filed. To Com. on L. Govt.

**S. B. 626 Hulse.** Would establish an agricultural teaching school and college on University of California property at Meloland Station, Imperial County. The school would be part of the State University.

**S. B. 627 Hulse.** Would change the name of California Polytechnic School to

California Polytechnic College and would provide for the preparation of students for professional pursuits instead of non-professional vocations to which instruction is now limited.

**S. B. 629 Tenney et al.** Defines "subversive" organizations and beliefs. Provides that such groups shall not be permitted the use of school buildings by district governing boards.

**S. B. 632 Tenney and Fletcher.** The local retirement subvention bill, requiring payments from State funds to the local retirement systems of San Francisco, Los Angeles and San Diego. To Com. on Ed.

**S. B. 634 Tenney.** Relates to display of flags. To Com. on Mil. & Vet. Af.

**S. B. 661 McCormack.** Transfers certain tide and shore lands on Carquinez Straits to the State Department of Education for use by the California Maritime Academy.

**S. B. 662 Fletcher.** Establishes at 5 the number of persons constituting the Appeals Board to review dismissals of employees of State Colleges not in State Civil Service.

**S. B. 708 DeLap et al.** Provides that proceedings for revocation of a credential for unprofessional or immoral conduct by the State Board of Education shall be in accordance with provisions of Chapter 5 of Part 1 of Division 3 of Table 2 of the Government Code. To Com. on Jud.

**S. B. 753 Salsman.** Makes an appropriation for student housing at State Colleges.

**S. B. 760 Shelley.** Would provide a merit system for non-certificated employees of a unified school district coterminous with the boundaries of a city and county.

**S. B. 786 Dillinger.** Provides for sale of securities by the Retirement Investment Board.

**S. B. 788 Burns et al.** Amends Sections 20451 and 20452 of the Education Code, relating to courses-of-study in, and credentials issued by State Colleges.

**S. B. 792 Biggar.** Amends Section 185 of the Education Code, relating to out-of-state traveling expenses of employees of the State Board of Education for the furtherance of cultivation of herbs for medical and perfume purposes.

**S. B. 820 Slater.** Clarifying measure having to do with apportionment allowances during an epidemic.

**S. B. 828 Ward.** Clarifies Section 10605 of the Education Code relating to agreements as to courses-of-study made by and between the State Superintendent and federal agencies.

**S. B. 839 Brown.** Would authorize high school instruction in an elementary district 100 miles or more from a high school if 5 or more pupils are resident therein.

**S. B. 840 Slater.** Permits granting of credentials to audiometrists.

**S. B. 849 Rich.** Provides for auditing of school district books and accounts by the State Department of Finance.

**S. B. 854 Rich et al.** Provides that there shall not be apportioned from the State Treasury for the support of elementary schools any sum in excess of \$80 per pupil in a.d.a.

**S. B. 862 Rich et al.** Relating to non-resident tuition fees in State Colleges.

**S. B. 870 Rich et al.** Creates the office of Auditor General, prescribing his powers and duties. To Com. on Govt. Eff.

**S. B. 871 Rich et al.** Provides for pre-audit by the Department of Finance of all expenditures, and prescribing the procedure therefor. To Com. on Govt. Eff.

**S. B. 872 Rich et al.** Establishes a uniform system of State accounting. To Com. on Govt. Eff.

**S. B. 880 Desmond.** Would increase salary of State Librarian.

**S. B. 893 Biggar.** Repeals Sections 10001 to 10010, inclusive, of the Education Code, relating to State Curriculum Commission. See S. C. A. 12 and S. B. 947.

**S. B. 895 Weybret.** Reduces tax-rate limitations by school districts as follows: For unified districts for high school and elementary school purposes from \$1.50 to \$1.20 and for combined high school, elementary school and kindergarten purposes from \$1.60 to \$1.28; for high school, elementary school and junior college purposes from \$1.75 to \$1.40; for all four levels from \$1.85 to \$1.48.

**S. B. 926 Desmond.** An appropriation to Regents of the University of California for construction of additional buildings for the University.

**S. B. 932 Quinn.** Makes appropriations for purchase of lands for building sites at Humboldt State College.

**S. B. 938 Ward.** Permits school districts to enter into community leases for oil development. To Com. on Natural Resources.

**S. B. 947 Biggar.** Relates to the State Curriculum Commission and elementary school text-books.

**S. B. 1018 Jespersen.** Provides for establishment of two schools for treatment of cerebral palsy, one in the North and one in the South, and for cerebral palsy clinics. Makes appropriations for construction and operation of the same. Appropriations are to University of California. To Com. on Public Health and Safety.

**S. B. 1019 Jespersen.** Appropriates \$280,000 to University of California for maintenance of two schools for treatment of cerebral palsy. To Com. on Pub. H. & S.

**S. B. 1020 Jespersen.** Appropriates \$400,000 to University of California for establishing two schools for treatment of cerebral palsy. To Com. on Pub. H. & S.

**S. B. 1021 Jespersen.** Appropriates \$80,000 to State Dept. of Public Health to supervise treatment of cerebral palsy. To Com. on Pub. H. & S.

**S. B. 1022 Jespersen.** Appropriates \$40,000 to State Dept. of Education for co-

ordinating the education and treatment of cerebral palsy. To Com. on Pub. H. & S.

**S. B. 1031 Deuel.** Would appropriate \$26,000 for acquisition of land for Chico State College.

**S. B. 1041 Shelley.** Provides for sabbatical leaves for members of faculties of State Colleges after each 6 years of service.

**S. B. 1044 Shelley.** Amends Section 12291 of Education Code relating to chiropody.

**S. B. 1049 Desmond.** Provides that the teaching certificate of a person serving in the Air Transport Command shall continue in force until 6 months after discharge. The bill merely adds the Air Transport Command to other services already enumerated in the law.

**S. B. 1056 Rich et al.** Prohibits apportionment of any service in excess of \$80 per pupil for total State support of elementary schools.

**S. B. 1063 Rich et al.** Amends and repeals sections of the Education Code to set up a method of distribution of State school funds. Provides a foundation program for school support in the various school districts of California. It also provides for the allocation of school funds on an equalized basis.

**S. B. 1070 Dillinger.** Has to do with transportation of pupils to schools in another State.

**S. B. 1214 Desmond.** Is a clarifying measure having to do with credentials for the practice of medicine, osteopathy and other professions.

**S. B. 1217 Jespersen.** Would increase the Retail Sales tax to 5%; two per cent to be used to establish a State Public Health fund. To Com. on Rev. & Tax.

**S. B. 1233 Tenney.** Clarifies provisions granting licenses for private schools teaching foreign languages.

**S. B. 1250 Biggar.** Sets up a foundation program of school support and computes the amount of needed district aid as necessary for an equalization program.

**S. B. 1253 Seawell.** Prohibits wage discriminations by employers as between the sexes. To Com. on Labor.

## Senate Constitutional Amendments and Resolutions

**S. C. A. 11 Rich et al.** Would amend the Constitution so that all funds now existing for State subventions to public schools would become one. Elementary apportionment would be \$80 per a.d.a., high school \$90. The one fund would be known as the State School Fund. Of these subventions \$60 of the elementary apportionments and \$66 of those to secondary schools would have to be expended for teachers salaries.



**S. C. A. 12 Biggar.** Proposed amendment to Sect. 7 of Art. 9 of the Constitution, relative to powers of State Board of Education re elementary school textbooks.

**Senate Joint Resolution No. 2 Slater.** This proposal by Senator Slater memorializes Congress to issue a United States postage stamp to commemorate the Bear Flag Revolution which occurred on June 14, 1846, at Sonoma, which is in Senator Slater's home county. This Joint Resolution was passed unanimously in both Houses.

### Assembly Bills

**A. B. 25 Middough et al.** Permits a school district to buy school property without advertising for bids.

**A. B. 26 Middough et al.** Proposes that a school district shall require an indemnity bond from any or all employees, premiums to be paid from district funds.

**A. B. 27 Middough et al.** Guarantees the right of employment of a non-certificated school employee now or hereafter in military service.

**A. B. 28 Middough and Debs.** Extends for 2 more years the temporary authority granted at the 1943 Session for governing boards to purchase supplies without bids, when bids cannot be obtained.

**A. B. 29 Middough.** Would change the date for submission of school budgets to County Superintendents by districts with less than 1,000 a.d.a. from July 1 to June 1, and proposes other date changes in the budget schedule of such districts.

**A. B. 58 Hawkins.** Amends section 1197.5 of the Labor Code to require employers to pay the same scale of wages of compensation to women employees as paid to men performing the same or equal work or services. To Com. on Ind. Rel.

**A. B. 93 Lyon.** Permits unified districts to acquire property and conduct classes outside their boundaries on sites immediately adjacent. This bill has passed both Houses and has been signed by the Governor.

**A. B. 109 Thorpe.** This bill would permit a political subdivision to buy Federal surplus property without bids. To Com. on Mun. Govt.

**A. B. 115 Price.** Sets up procedures for the sale or lease of property by one school district to another.

**A. B. 155 Hawkins et al.** This would reduce the State sales tax to 2% until June 30, 1947. To Com. on Rev. & Tax.

**A. B. 156 Hawkins et al.** Exempts meals from the sales and use taxes. To Com. on Rev. & Tax.

**A. B. 231 Dickey et al.** Amends the Military and Veterans Code to increase State allowances of veterans dependents attending school as follows: for students in colleges and junior colleges, from \$25 to \$40 per month; for high school students

from \$15 to \$20 per month. The bill would appropriate \$500,000 to provide necessary funds. Referred to Military Affairs Committee. Same as S. B. 271.

**A. B. 238 Ralph C. Dills.** This would permit governing boards to grant easements on school property for construction of ditches.

**A. B. 252 Thorpe et al.** Would appropriate \$15,000 to support the State Agricultural Society Junior Live Stock shows. Referred to the Committee on Live Stock and Dairies.

**A. B. 272 Fourt et al.** Continues the present income tax rates for two years. To Com. on Rev. & Tax.

**A. B. 273 Hawkins et al.** Appropriates \$5,000,000 to the California State War Council for allocations to school districts for maintenance and operation of child care centers. Referred to the Committee on Social Welfare. To Com. on Soc. Wel.

**A. B. 274 Hawkins et al.** Would permit governing boards of school districts to levy a district tax for maintenance and operation of child care centers. Referred to Social Welfare Committee. To Com. on Soc. Wel.

**A. B. 306 Ralph Dills et al.** Would make teaching of a course in American History compulsory in all public and private schools. Prohibits graduation unless the student has passed an examination in such course.

**A. B. 308 King.** Provides for the establishment of a Department of Revenues. To Com. on Govt. Eff.

**A. B. 309 King.** Sets up certain procedures for the Department of Revenues. To Com. on Govt. Eff.

**A. B. 331 Gaffney et al.** Relates to the employment of minors. To Com. on Ind. Rel.

**A. B. 332 Gaffney et al.** A bill covering Industrial Relations and defining "wages." To Com. on Ind. Rel.

**A. B. 333 Gaffney et al.** Requires every employer to give as a detachable part of the check or voucher, an itemized statement in writing showing all deductions made from each paycheck. To Com. on Ind. Rel.

**A. B. 391 Davis and 73 other Assemblymen.** Appropriates \$200,000 for establishment of Schools of Industrial Relations at University of California at Los Angeles and Berkeley.

**A. B. 415 Gannon et al.** Provides that a high school cadet company shall be established in every senior high school having 100 or more male students of 14 years of age or over and where there is no R.O.T.C. unit. The present law covers only four-year high schools. The bill further outlines the method by which the Governor may name officers of the Cadet Corps. To Com. on Mil. Aff.

**A. B. 428 Lowrey.** Extends for two more

years the provision that the a.d.a. of any high school, which in 1941-42 had an a.d.a. of 500 or less, shall be deemed not less than 80% of the a.d.a. for the year 1941-42. Similar to A. B. 545.

**A. B. 447 Middough.** Would permit the governing board or any employee of a school district to sell to any pupil personal property fabricated by the pupil at not less than the cost of materials.

**A. B. 448 Middough.** Appropriates \$10,000 to California Historical Association, to finance activity in connection with the marking of historical places.

**A. B. 454 Price et al.** Provides that attendance in classes maintained in pursuance of a Federal program and supported by Federal funds in whole or in part shall not be included in computing a.d.a.

**A. B. 490 Anderson et al.** Would permit governing boards to charge the cost of maintenance of the physical plant of school cafeterias against district funds, instead of against cafeteria funds as at present.

**A. B. 500 Wollenberg.** The Budget Bill. To Com. on Ways & Means.

**A. B. 502 Lyon et al.** Excludes from taxation properties used exclusively for religions, hospitals or charitable purposes. To Com. on Rev. and Tax.

**A. B. 543 Dunn et al.** Would authorize County Superintendents to employ nurses and dental hygienists to serve high schools. At present such authority is limited to elementary school service.

**A. B. 544 Thompson.** Would make all non-certificated employees of school districts members of the Teachers State Retirement System.

**A. B. 545 Thompson.** Extends for two more years the provision that the a.d.a. of any high school district, which during 1941-42 had an a.d.a. of 500 or less, be deemed to be not less than 80% of the district's a.d.a. for 1941-42. Similar to A. B. 428.

**A. B. 584 Robertson.** Would give authority to County Superintendents to sell real and personal property of any emergency school to other political subdivisions of the State.

**A. B. 594 Werdel.** Establishes machinery for the conduct of hearings by the State Board of Education. To Com. on Jud.

**A. B. 595 Werdel.** Clarifies provisions for the apportionment of State funds to junior college districts and high school districts maintaining junior colleges.

**A. B. 596 Beck.** Extends for two more years the right of an elementary district to maintain eight years of instruction even if located within a high school district which operates junior high schools. This is an urgency bill to take effect immediately when signed by the Governor.

**A. B. 602 Crichton.** Provides that when school districts are abolished or the boundaries thereof changed liability for bonded



indebtedness shall be as provided by present provisions of the school code. It is a clarifying bill.

**A. B. 604 Beck.** Relieves members of the State Board of Education from personal liability for injury or death of any person or damage to property unless negligence by such board member is established.

**A. B. 625 Burke et al.** Provides for entrance into kindergarten at the age of 4 years and 6 months instead of 4 years and 9 months as at present and for entrance into the first grade at the age of 5 years and 6 months instead of 5 years and 9 months as at present. Permits a child who has been lawfully admitted to public school kindergarten and has completed one year thereof to be admitted to the first grade, regardless of age.

**A. B. 626 Gannon.** Would permit a school district to purchase such equipment for junior traffic patrols as may be authorized by the State Board of Education.

**A. B. 646 McMillan.** Provides for emergency apportionments by the State for districts in which, in a given month the a.d.a. has increased by 10 per cent or more above the a.d.a. of the preceding year. This is an urgency measure to take effect immediately upon being signed by the Governor.

**A. B. 672 King et al.** Would permit minors under the age of 16 to work in bowling alleys. To Com. on Ind. Rel.

**A. B. 679 Davis et al.** Has to do with the election of members of the Board of Education in Los Angeles. The bill was introduced to clarify provisions of the City Charter and to clarify a situation arising out of a suit relating to the last Board election.

**A. B. 695 Leonard.** Would permit County boards of education upon agreement to admit a child to school in the County other than that of his residence. Charges shall not be in excess of the actual cost of education to the district of attendance.

**A. B. 731 Thurman.** Amends Section 5363 of the Education Code to relieve responsibility of County Superintendents for payment of transportation costs of pupils residing in their respective counties but attending high school in another State.

**A. B. 733 Price et al.** Provides that "instruction in the first two years in any State College shall be deemed to be instruction in a junior college" or high school district in which the State College is located. The bill provides that the junior college or high school district shall pay to the State College the costs of instruction of pupils in these first two years and shall receive State apportionment for the same. Moneys received by the director would be paid into the State treasury "in abatement of the appropriation for the State College."

**A. B. 734 Stream.** A clarifying bill pertaining to certificates.

**A. B. 735 Stream.** A clarifying measure having to do with payment for educating non-resident students.

**A. B. 736 Stream.** Increases from \$25 to \$50 per teacher the minimum apportionment for district libraries.

**A. B. 738 Stream.** Provides that no new school district may be formed except between the dates of October 1 and February 1, instead of October 1 to February 10 as at present.

**A. B. 739 Allen.** Extends for two more years provisions governing allocations for supervision of child care centers by the State superintendent and makes an appropriation of \$22,000.

**A. B. 741 Debs.** Would permit a county librarian and a county superintendent to enter into an agreement by which school libraries would be transferred to the county superintendent.

**A. B. 742 Burkhalter.** A clarifying measure having to do with school budget forms.

**A. B. 746 Burkhalter.** Provides for purchase of textbooks by governing boards of high school districts direct from publishers or depositories at prices and discounts filed with the State Department of Education.

**A. B. 754 Doyle.** Provides that each school district under the jurisdiction of a county superintendent and with an a.d.a. of 900 or less must accept all services offered by the county superintendent, and authorized by law.

**A. B. 756 Burkhalter.** Would permit local day or evening institutes in lieu of annual teachers institutes in counties which have 2000 or more schools or any district with 7000 or more teachers.

**A. B. 764 Beck.** Would prohibit payment of a tuition charge for pupils attending the 7th or 8th grades of a Junior High School in excess of, but would permit such payment to be less than the average net cost of educating a pupil in the elementary district in which the pupil is resident.

**A. B. 765 Beck.** Extends for two more years numerous provisions of the School Code affecting continuation classes, transportation, apportionment and purchases of materials.

**A. B. 779 Werdel.** Would permit governing boards to maintain schools outside the boundaries of a district for children or wards of persons evacuated from any area or of persons in military service.

**A. B. 782 Werdel.** Clarifies provisions governing the election of high school board members.

**A. B. 783 Rosenthal.** Would prohibit segregation of pupils who are descendants of natives of other countries in this hemisphere.

**A. B. 790 Hawkins.** Increases by \$1000 personal exemptions from the State income tax. To Com. on Rev. & Tax.

**A. B. 798 McCollister.** Clarifies provisions relating to school libraries.

**A. B. 809 Brown.** Has to do with deposit of funds received by junior college districts from rental of dormitories.

**A. B. 814 Dunn.** Would permit a County Superintendent to act as agent for payment of a person employed by two or more districts.

**A. B. 815 Dunn.** Repeals Section 5151.1 of the Education Code and adds new sections providing for payment by the State of half the excess cost of educating physically handicapped children, for whom education is furnished by the County Superintendent.

**A. B. 825 Gaffney et al.** Amends the Education Code so as to exempt from the cumulative 5-day sick-leave provisions districts having an a.d.a. of 100,000 or more. At present districts with an a.d.a. of 50,000 or more are exempted.

**A. B. 839 Allen.** Has to do with fees in connection with building permits for construction of buildings. Referred to Committee on Conservation and Planning.

**A. B. 848 Wollenberg.** Appropriates \$52,115 for support of the State Youth Authority during the biennium. To Committee on Crime and Corrections.

**A. B. 876 Maloney et al.** Relates to employment of minors. To Com. on Ind. Rel.

**A. B. 877 Robertson.** Provides for standardized tests by the State Department of Education of all eighth grade pupils in American history, reading, writing and arithmetic and the publication of a list showing the relative standing of each school.

**A. B. 880 by Robertson and Burkhalter.** Would provide for independent audits of State Departments and "agencies." To Com. on Govt. Eff.

**A. B. 937 Johnson et al.** Relates to credit unions. To Com. on Fin. & Ins.

**A. B. 938 Johnson et al.** Decreases application fee for establishment of a credit union fee from \$35 to \$5. To Com. on Fin. & Ins.

**A. B. 939 Johnson.** Relating to credit unions. To Com. on Fin. & Ins.

**A. B. 940 Johnson et al.** Would permit credit unions to print advertising on its letter heads. To Com. on Fin. & Ins.

**A. B. 954 Johnson.** Has to do with establishment of the residence of minors.

**A. B. 955 Johnson.** Relates to withdrawal of State funds by the University of California.

**A. B. 956 Johnson.** Provides for revocation of teaching credentials by the State Board of Education and by County boards upon the conviction of the holder, of voluntary manslaughter and other offenses.

**A. B. 957 Johnson et al.** Provides the computation of foundation program of school support and comprises the apportionment on an equalized basis, as submitted to the Commission on Post-War Planning by Dr. Strayer.

**A. B. 958 Johnson et al.** Amends Education Code sections 5216, 6929 and 6931, providing for the County Elementary School Supervision Fund and includes schools with fewer than 900 units of a.d.a. as those under the supervision of the County Superintendent of Schools. The proposal comes from Dr. Strayer's study.

**A. B. 959 Johnson and 30 others.** The CTA Minimum Salary Bill, providing a minimum salary of \$1800 for full-time teachers and a proportionate amount for part-time teachers.

**A. B. 960 Johnson et al.** Provides for the creation of a State Commission to study the school district set-up in California. It also provides for regional commissions on school districts and local survey commissions. It further provides for elections for the approval of Commission recommendations. This bill comes from the Strayer study and in general sets the procedure for the re-districting of the school districts of California.

**A. B. 961 Johnson.** Is the Biennial Appropriation Bill, providing an appropriation of \$388,680 for the Department of Education.

**A. B. 962 Johnson.** Provides for sabbatical leaves for employees of State Colleges. A year's leave each 7 years would be allowed.

**A. B. 963 Johnson et al.** An act making an appropriation to The Regents of the University of California for the establishment, equipment and maintenance of State cerebral palsy schools.

**A. B. 964 Johnson et al.** An act making an appropriation to The Regents of the University of California for the maintenance and operation of State cerebral palsy schools.

**A. B. 965 Johnson et al.** An act making an appropriation to the Regents of the University of California for the maintenance and operation of State cerebral palsy diagnostic and treatment centers.

**A. B. 966 Johnson et al.** An act making an appropriation for coordination of the education of physically handicapped minors in the public schools and in cerebral palsy schools, to take effect immediately.

**A. B. 967 Johnson et al.** An act making an appropriation for services for physically handicapped children suffering from cerebral palsy, to take effect immediately.

**A. B. 968 Leonard.** Would amend Section 5962 of the Education Code to permit establishment of a special accumulative fund by school districts for maintenance of school plant.

**A. B. 971 Davis et al.** Has to do with the residence of minor children.

**A. B. 1001 Call.** Permits use of county unapportioned school fund for such purposes as County Superintendent of Schools may specify.

**A. B. 1007 Call.** An act to amend Section 6738 of the Education Code, relating

to the Public School System.

**A. B. 1008 Call.** An act to amend Section 1862 of the Education Code, relating to the Public School System.

**A. B. 1009 Call.** An act to amend Section 3742 of the Education Code, relating to the Public School System.

**A. B. 1014 Middough.** Appropriation of \$3,000,000 to school districts for a postwar public works program.

**A. B. 1029 Thomas.** Would permit electors of a 6th class city, by majority vote, to withdraw from a school district or districts and to form a unified school district.

**A. B. 1031 Robertson.** Appropriation for purchase of land for campus of University of California at Santa Barbara.

**A. B. 1035 Erwin.** Authorizes expenditure of \$80,000 by University of California, on Riverside campus.

**A. B. 1040 Miller.** Pertains to credit unions. To Com. on Jud.

**A. B. 1041 Miller.** Has to do with reports by Credit Unions. Referred to Committee on Judiciary.

**A. B. 1042 Miller.** Relates to credit unions. To Com. on Jud.

**A. B. 1043 Miller.** Relates to credit unions. To Com. on Jud.

**A. B. 1045 Leonard.** Gives county boards of supervisors control over ALL budgets. To Com. on Mun. & Co. Govt.

**A. B. 1058 Beck.** Provides that in case of protest by the governing board of one of two districts to be affected by a proposed change of boundaries or transfer of territory, a Board of Supervisors may refer the matter to the State Board of Education which may determine whether or not the change shall be made. A Board of Supervisors would then be compelled to act in accordance with the State Board's recommendation.

**A. B. 1060 Beck.** Provides for hearings by the State Board of Education on applications for the formation of school districts. The bill also provides that in the event of formation of a new district, the new district must assume its proportionate share of the bonded indebtedness of the district from which it has elected to withdraw.

**A. B. 1061 Beck.** Permits school districts to establish cafeterias for employees.

**A. B. 1062 Beck.** Provides that members of a school district Retirement Board shall be paid \$10 per meeting. Members now serve without compensation.

**A. B. 1066 McMillan.** Provides for separate continuation high schools.

**A. B. 1067 McMillan.** An act amending Section 9032 of the Education Code, relating to continuation education classes and permits a home-study program.

**A. B. 1068 McMillan.** Adds continuation high schools to the schools which shall receive State apportionment and provides for State aid for half of 85% of excess cost of educating students in continuation high

schools.

**A. B. 1094 Beck.** Extends for the duration of the war the emergency changes in primary election dates and election provisions for voting by persons in the military service. To Committee on Elections and Reapportionment.

**A. B. 1098 Evans.** A clarifying provision relating to the plans, supervision, and construction of school buildings.

**A. B. 1121 King and Middough.** An act to amend Section 1294 of the Labor Code relating to the employment of minors. To Com. on Ind. Rel.

**A. B. 1131 Collins.** An act to amend Section 18631 and Section 18633 of the Education Code. Would permit school districts to enter into community leases with owners of other properties for oil-well drilling. To Com. on M. O. & M. I.

**A. B. 1157 Fourt and Waters.** Relates to credit unions. To Com. on Fin. & Ins.

**A. B. 1181 Beck et al.** A local retirement subvention bill, providing for State payments to local retirement systems in amounts equal to those which would be paid to the State Retirement system on account of those districts, if those districts did not have local retirement systems.

**A. B. 1182 O'Day et al.** Provides for establishment with State aid of juvenile homes by Boards of Supervisors. To Com. on Sec. W.

**A. B. 1200 Collins et al.** Physician's health bill offered as a substitute for other health insurance measures. To Com. on Pub. H.

**A. B. 1215 Debs et al.** Would permit school districts to establish programs for children between the ages of 2 and 5 "in order to supply facilities for study of child growth, child care, parent care," etc.

**A. B. 1216 Debs.** Amends Section 14135 of the Education Code, relating to lay off of classified employees.

**A. B. 1217 Debs.** Relates to the appointment of limited term employees.

**A. B. 1218 Debs and Knight.** Would permit employment of audiometer technicians by school districts.

**A. B. 1219 Debs and Knight.** Relates to credentials for audiometer technicians.

**A. B. 1220 Debs.** Provides for re-employment on a seniority basis of certificated employees laid off because of reduced number of students.

**A. B. 1221 Debs.** Provides that in the event of lay off of certificated employees by reason of decreased attendance or termination of classes termination of services shall be in the inverse order of seniority.

**A. B. 1222 Debs.** Extends until two years after the war seniority and re-employment rights of certificated employees whose services have been terminated because of conditions arising out of the war.

**A. B. 1223 Debs.** Relates to rights of permanent certificated employees.

**A. B. 1224 Debs.** Would require gov-



erning boards of school districts to maintain lists showing seniority of certificated employees so that confusion as to seniority rights may be avoided in the case of returning veterans.

**A. B. 1229 Davis.** Provides for publication, under direction of Regents of the University of California, of a 10-volume centennial history of the State of California.

**A. B. 1241 McCollister.** Relates to fees for schools licensed by the State Department of Education, permitting such fees to be established.

**A. B. 1242 McCollister.** Appropriates \$50,000 for additional support of the State Department of Education for the education of veterans.

**A. B. 1243 McCollister.** Provides that "for counsellors the same standards are required as apply to other credentials of the same grade."

**A. B. 1244 Evans.** Enabling measure designating the State Department of Education as the agency to receive and administer federal grants for libraries.

**A. B. 1246 Kilpatrick et al.** Relates to continuation education.

**A. B. 1247 Kilpatrick et al.** Relates to continuation education.

**A. B. 1248 Doyle and Middough.** Would permit school districts to maintain school camps and provides for State aid to the extent of half the excess cost to \$50 per a.d.a.

**A. B. 1249 Gaffney et al.** Amended Section 9609 of the Education Code to permit admission of blind children and children with speech disorders to special schools established for such minors.

**A. B. 1250 Hawkins.** Relates to mandatory instruction in American ideals.

**A. B. 1252 Miller et al.** Relates to collection and refunding of State College fees.

**A. B. 1253 Bennett et al.** Would permit granting of high school, junior college or State college diplomas to veterans after evaluation of their military instruction.

**A. B. 1257 Rosenthal.** Would repeal Section 8003 of the Education Code, which provides for separate schools for children of certain races.

**A. B. 1278 Thompson et al.** Would permit summer sessions at State Colleges and appropriates \$75,000 for support of such a program during the biennium.

**A. B. 1286 Field and 54 others.** Would increase the annual salary of the State Superintendent of Public Instruction from \$5,000 to \$10,000 a year. To Com. on Govt. Eff.

**A. B. 1334 by Call.** Provides for the calling of a Constitutional Convention in 1946. To Com. on Jud.

**A. B. 1336 Brady.** Clarifying measure governing employment of minors. To Committee on Industrial Relations.

**A. B. 1338 Brady.** Clarifying measure governing employment of minors. To Committee on Industrial Relations.

**A. B. 1346 Kilpatrick and Bennett.** Amends Section 1007 of the Education Code relating to claims on account of injury to person or property. To Com. on Jud.

**A. B. 1347 Kilpatrick and Bennett.** Changes from 90 days to 9 months after an injury or accident for the filing of a claim for damages against a city, county, or school district. To Committee on Municipal and County Government.

**A. B. 1352 Stream.** Provides for establishment of health service fees from students.

**A. B. 1362 Middough et al.** Provides for a Division of Recreation in the State Department of Natural Resources. To Com. on Govt. Eff.

**A. B. 1374 Erwin and Burke.** Relates to redemption of school bonds before maturity. To Com. on Mun. Govt.

**A. B. 1376 Burns.** Appropriates \$65,000 to the Department of Industrial Relations for apprenticeship training. To Ways and Means Committee.

**A. B. 1383 Gannon.** Pertains to the voiding of school warrants by County treasurers.

**A. B. 1384 Gannon.** Sets up regulations for the speedy formation of school districts in military establishments. The bill was drawn primarily to provide instruction for children of persons at the Naval Ordnance Testing Station in Kern County.

**A. B. 1392 Werdel.** Relates to establishment of a school in a military post. An urgency measure.

**A. B. 1397 Butters.** An emergency and temporary measure to permit the governing board of one elementary school district, with the approval of the County Superintendent and three-fourths of the electors of the district, to provide for the education of pupils of the district by another district.

**A. B. 1404 Geddes et al.** Would permit the levying of a special tax by school districts for care of the health and physical development of pupils.

**A. B. 1411 Werdel and Doyle.** Would appropriate \$4,600,000 for establishment and construction of three California academies as a move against juvenile delinquency. To Committee on Governmental Efficiency and Economy.

**A. B. 1412 Werdel and Doyle.** Provides for establishment and administration of the California academies. To Com. on Govt. Eff.

**A. B. 1413 Werdel and Doyle.** Would appropriate \$540,000 for support of the proposed academies. To Com. on Govt. Eff.

**A. B. 1439 Maloney.** Provides for sabbatical leaves for State College staffs.

**A. B. 1443 Evans.** Would create a State Football Commission to have full control over professional and amateur games. To Com. on Public Morals.

**A. B. 1465 McCollister.** Would permit issuance of high school diplomas to stu-

dents admitted to junior college without having been graduated from high school, when such students have fulfilled the requirements for such diplomas.

**A. B. 1471 Debs.** Would appropriate \$85,000 for the testing and evaluation of courses-of-study in elementary and high schools and the preparation of minimum standards for such schools.

**A. B. 1474 McCollister.** Provides that the State Department of Education must approve agreements made between governing boards of school districts and federal agencies.

**A. B. 1482 Beal et al.** Is a skeleton appropriation bill to provide for the establishment by the State Department of Education of audio-visual education in schools of the State.

**A. B. 1483 Hawkins and Dekker.** Would authorize distribution of copies of adopted State textbooks to State officers, members of the Legislature and to teacher-training institutions.

**A. B. 1488 Collins et al.** Would place all non-certificated employees of the San Francisco school district under the merit system for city and county employees.

**A. B. 1489 Collins et al.** Pertains to the duties of the San Francisco Superintendent of Schools.

**A. B. 1490 Collins et al.** Relates to the appointment of associate and assistant school superintendents in San Francisco.

**A. B. 1491 Collins et al.** Is a clarifying measure affecting the San Francisco school superintendency.

**A. B. 1492 Collins et al.** Is a definitive measure affecting San Francisco schools.

**A. B. 1496 Collins et al.** Exempts from payment to and benefits from the State Teachers Retirement Annuity Fund, persons serving as substitutes and not on a salary schedule.

**A. B. 1504 Lyon.** Would re-enact the old 5% limitation on expenditures by cities, counties and school districts, providing that expenditures in a given year shall not exceed those of the previous year by more than 5%, except upon approval by two-thirds of the electors or permission by the State Board of Equalization. This is the old 5% limitation bill, which was defeated in 1937. Referred to Committee on Revenue and Taxation.

**A. B. 1506 Lyon.** Would establish a bureau of Budget Analysis to survey all local budgets and expenditures and to advise with local governing boards "for the purpose of promoting economy," and to prepare an annual report showing recommendations of said bureau together with a comparison of tax levies and expenditures adopted by local authorities. To Com. on Govt. Eff.

**A. B. 1542 Waters.** Has to do with the display of the Stars and Stripes and the Flag of the State. To Com. on Rules.

**A. B. 1551 Evans.** Would permit estab-



ishment of tutorial services by school districts.

**A. B. 1555 Beck.** Would amend Section 13549 of the Education Code to prevent testimony as to acts of a school employee which occurred more than a year previously, unless the employee were given notice 90 days subsequent to the act in question.

**A. B. 1556 Beck.** Would make universal for all districts the provision now applying only to cities, that teachers of beginners be paid as much as the highest salaried teachers in elementary grades.

**A. B. 1561 Waters.** Has to do with the adding of territory to or the excluding territory from school districts. It provides for an election on the question if the district governing board so desires.

**A. B. 1569 Dickey and Johnson.** Has to do with bids for sub-contracts on public works. To Committee on Municipal and County Government.

**A. B. 1574 Dickey and Sheridan.** Would bar use of school buildings by subversive elements, which are defined.

**A. B. 1575 Davis et al.** Would permit governing boards to offer instruction by correspondence.

**A. B. 1576 Davis et al.** Appropriates \$500,000 for the establishment of a radio broadcasting system for educational purposes. A commission to administer the system would consist of the Director of Education, the State Director of Finance and the President of the University of California.

**A. B. 1581 Beck.** Eliminates Education Code provision for State aid for education of migratory laborers and provides for such aid to the extent of half of the excess cost of educating pupils in 24 hour schools.

**A. B. 1609 Kilpatrick and Beal.** Would permit free use of school buildings for non-profit groups taking up voluntary collections.

**A. B. 1636 Dekker et al.** Would exempt household possessions and personal effects from taxation. To Com. on Rev. and Tax.

**A. B. 1674 O'Day.** Provides that legal action may be instituted against political subdivisions without just filing a claim. Referred to Judiciary Committee.

**A. B. 1698 Lyon.** Would permit use of school buildings as civic centers only to governmental organizations, character building groups, and organizations connected with public school activities and welfare.

**A. B. 1699 Lyon.** Would prohibit participation in amateur boxing or wrestling by persons under 16, instead of under 18 as at present. Referred to Committee on Public Morals.

**A. B. 1700 Lyon.** Relates to liability of school trustees. To Com. on Jud.

**A. B. 1727 Fourt.** Moves forward date of filing school budget from first day of July to first day of May. Requires full tabulation of all budgeted items. Restricts

the amount of undistributed reserves. Also sets forth procedure for examination of all tabulations and estimates by County Superintendent and final adoption of budget.

**A. B. 1731 Stream and Knight.** Provides that there shall be courses in Bible study in high schools.

**A. B. 1738 Burns.** Would appropriate \$150,000 for land acquisition for Humboldt State College. To Com. on Govt. Eff.

**A. B. 1761 Dickey.** Would appropriate \$500,000 to assist dependents of veterans attending schools and colleges. To Com. on Mil. Aff.

**A. B. 1769 Kilpatrick.** Would permit free use of school buildings by groups which take up voluntary collections.

**A. B. 1772 Gaffney et al.** Would create a State Recreation Commission and appropriates \$1,000,000 to be used as grants to local governments for establishment of recreational facilities for adults and juveniles. To Com. on Govt. Eff.

**A. B. 1780 Sheridan.** Clarifying amendments to a statute permitting local governing bodies, including school governing boards, to adopt a system of group insurance for employees. To Com. on Fin. and Ins.

**A. B. 1781 Sheridan.** Relates to group insurance for employees. To Com. on Fin. & Tax.

**A. B. 1782 Sheridan.** Relates to group insurance for employees. To Com. on Fin. & Tax.

**A. B. 1785 Sheridan.** Relates to group insurance. To Com. on Fin. & Tax.

**A. B. 1794 Beck.** To become law only upon adoption of an act establishing a State Conservation and Planning Department. Would require planning commissions to notify governing boards of school districts of formulation of plans for community developments so that proper school sites may be provided for. To Com. on Conservation and Planning.

**A. B. 1811 Middough.** Would appropriate \$15,000 to finance assistance by the State Department of Education to public authorities planning in establishing and maintaining recreational facilities.

**A. B. 1837 Sawallisch.** Has to do with consolidation of elections.

**A. B. 1841 Crowley.** Would transfer certain tidelands to the California Maritime School. To Committee on Govt. Eff.

**A. B. 1849 Dickey.** Provides that certain monies from the licensing of tournaments, competitions, exhibitions and horse-racing, after making appropriation for horse-racing board, shall go to the junior colleges of California for instruction in aeronautics. To Com. on Pub. Morals.

**A. B. 1853 Lowrey and Irwin.** Would appropriate \$12,000,000 to establish a State School Building Fund to be used as State aid to local school districts for building purposes.

**A. B. 1879 Gannon and Geddes.** Would prohibit tax-free printing schools from engaging in commercial printing. To Com. on Govt. Eff.

**A. B. 1891 Thomas.** Would permit a sixth class city by a majority vote to withdraw from school districts and form a new unified district.

**A. B. 1903 Maloney and McMillan.** Revises regulations governing work-permits for minors. Would permit minors of 15 years who have completed the 7th grade to be assigned by school authorities to vocational employment.

**A. B. 1927 McCollister.** Would authorize the granting of teaching certificates to audiometrists. To Com. on Pub. H.

**A. B. 1930 Debs.** Amends sections of the Education Code governing State support of junior colleges. Changes unit of a.d.a. to unit of annual attendance and prescribes the amount of work for each such unit. This is a temporary war emergency measure.

**A. B. 1959 Butters.** Would decrease tax-rate limitations for school districts as follows: For elementary schools 70 cents for building purposes and 30 cents for other purposes, the latter rate to be 45 cents if kindergarten is maintained; For high schools to 75 cents for all purposes; For junior colleges 50 cents for all purposes.

**A. B. 1961 Collins.** Appropriates \$25,000 for the State Printer to supply public libraries with State documents. To Com. on Govt. Eff.

**A. B. 1975 Middough.** Would increase from one-half to three-quarters the proportional obligation of the excess cost of educating students in 24-hour schools and increases the limit of payments for each student from \$100 to \$500.

**A. B. 1989 Evans.** Would repeal the State Personal Income Tax act. To Com. on Rev. and Tax.

**A. B. 1992 Guthrie.** Grants to governing boards of districts authority to determine what vocational courses may be offered and the amount of funds to be expended therefor.

**A. B. 2007 Lowrey.** Clarifying measure relating to employment of minors. To Com. on Ind. Rel.

**A. B. 2008 Lowrey.** Relates to employment of minors. To Com. on Ind. Rel.

**A. B. 2017 Wollenberg.** Provides that all courses conducted by the Hastings College of law at Sacramento shall be deemed to be given at the site of the College in San Francisco. To Com. Agr.

**A. B. 2060, 2061, 2062, 2063, 2064, 2065, and 2066.** Johnson, Middough et al. Set up new regulations governing the Youth Authority of the State. These bills are the outgrowth of studies made by the

Assembly Interim Committee on Juvenile delinquency. All referred to Com. on Cr. & C.

A. B. 2060 Johnson, Middough et al. Youth Authority.

A. B. 2061 " " "

A. B. 2062 " " "

A. B. 2063 " " "

A. B. 2064 " " "

A. B. 2065 " " "

A. B. 2066 " " "

A. B. 2074 Johnson et al. A credit union bill having to do with the duties of supervisory committees. To Com. on Fin. & Ins.

A. B. 2084 Johnson. Has to do with issuance by educational institutions of certificates for the practice of various professions.

A. B. 2113 Allen. A skeleton equalization bill for support of elementary schools.

### Assembly Constitutional Amendments and Resolutions

A. C. A. 1. Rosenthal et al. This proposal would reduce the voting age in California from 21 to 18 years.

A. C. A. 8 Miller and Crichton. Provides for six-year terms for the Governor and Lieutenant Governor and limits each to one term.

A. C. A. 9 Hawkins. Would exempt from taxation homes in which the taxpayer lives to the amount of \$1,000 and would permit the Legislature to grant similar exemption up to the amount of \$3,000.

A. C. A. 14 Burkhalter et al. Would raise the salary of the Governor to \$20,000 a year.

A. C. A. 16 Johnson et al. A "Strayer Amendment" provides for the nomination by the Governor of members of the State Board of Education with the people of the State voting to confirm or reject the nominations. The amendment provides for the appointment of the Superintendent of Public Instruction by the State Board.

A. C. A. 17 Johnson et al. A "Strayer" proposal providing for the establishment of qualifications of County Superintendents by the State Board of Education. It provides for a minimum salary of \$3000 a year for County Superintendents with the State paying half the salary.

A. C. A. 18 Johnson et al. Provides for the appointment by the State Board of Education of a Deputy Superintendent and three Associate Superintendents of Public Instruction.

A. C. A. 24 Evans. Provides that a State Constitutional Convention be called 90 days after adoption of the proposed amendment.

A. J. R. 14 Kilpatrick et al. Memorializing Congress to make a survey of the needs of various schools for adult manual education, before authorizing disposal of equipment or machinery used in the production of war material.

## HILLSIDE HOUSE

### A NON-PROFIT HOME SCHOOL FOR SPASTICS

*Elsie A. Pond, Associate Professor of Education, University of California, Santa Barbara*

**A**BOUT four miles north of University of California, Santa Barbara Campus, stands Hillside House, the only residential school in California devoted exclusively to spastics.

This unique school, atop a little hill, surrounded by fragrant lemon groves, was founded by Muriel Evans, founder and for several years director of Sunfield Childrens Home, Clent Grove, Clent, near Stratford-on-Avon, England. Sunfield has grown into a large place, almost a village in fact, and is famous for the work done there for handicapped children.

Hillside House, with its equally beautiful surroundings, its nearness to Santa Barbara's bathing beaches, and enjoying the splendid co-operation of Santa Barbara's centers of learning and culture, bids fair to become one of California's famous schools. Twenty-four children live here, cared for by a competent staff including teachers, physiotherapists, nurses and other specialists.

Most of the children, ranging in age from 3 to 18 years have lived here for a year or more. With the dawn of 1945 the California State Department of Social Service has issued a license, and the County School Department has recognized and accredited the school. Since it is California's first and only school devoted to spastics, there had to be many conferences and inspections before the requirements could be formulated and set in order.

Prospective teachers enrolled in Santa Barbara Campus of U. C. find this school a veritable mine for study and research in the field of child psychology. Advanced students from psychology and child-development classes visit and teach the children while studying them.

One girl is so handicapped that she has no voluntary movement, except that of her eyes and eyelids, yet she is able to dictate original verses and compositions by means of a sign language. She raises or lowers her eyes as a student reads or points to the letters of the alphabet, thus spelling out her thoughts, and making known her wishes. This child belongs to the book-of-the-month club, enjoys hearing current news read to her, keeps up on world events, not only in the field of politics, but drama, literature and music. "If Helen Keller could become a public speaker, why can I not become a poet?" And who will argue with such ambition?

Students from the University Speech

Department have exciting and practical demonstration of the effectiveness of speech-correction exercises. They are able to watch the development of the power of understandable speech in children 9-15 years of age. After the excitement of the first success, a hitherto speechless child takes courage and tries so very hard, success follows success.

Not only speech success progresses, but other activities take on new life. Sounds, words, phrases to express needs or desires, and finally conversation changes the life of our spastics who have had understanding, but no power of speech. The speech department of Santa Barbara Campus is indeed fortunate to have this splendid laboratory for correctional practice. Equally fortunate is Hillside House to have keenly-alert young students, well trained and eager, to work with the children in their home school.

### A Splendid Staff

Hillside School has, in addition to Miss Evans the Director, two teachers supplied by the county superintendent of schools, a kindergarden specialist, a physiotherapist and a group of student-teachers who come in daily for study and special work with the children. A music teacher comes once a week to teach piano to those capable of such lessons. For some piano is a slow and difficult lesson, for others it is easier, but for all it is joyous. A Braille teacher donates her services once a week for the blind child, who with typewriting lessons and Braille reading finds life suddenly "swishes by" instead of being just long dark intervals between voices.

**I**N CONCLUSION, Hillside House is a cheerful happy home. Every child is encouraged to express himself and is aided in trying to develop ways and means of expression. Although all are physically handicapped, no mental defectives or epileptics are admitted. All the children are not only happy, but ambitious.

Infantile paralysis did not prevent a capable man from becoming President of our country. A withered arm has not hindered Stalin's world fame and influence. Although a cripple, Lord Byron has left a heritage of beautiful poetry. Hillside House children accept their physical handicaps, to the surprise of many sentimentalists, and plan to achieve success in spite of them.